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An Instructional Guide for the teaching of health and physical education, and emphasizing education by experience in activity was presented. The goals were to develop good human relationships, good self-realization, civic responsibility, and economic efficiency.

The program for boys, grades seven through nine, included calisthenics apparatus (such as flying rings, horizontal bar, horse, trampoline, and tumbling), sports (such as archery, basketball, touch football, swimming, and tennis), rhythms, and weight lifting. Physical fitness tests were given.

The girls' program for grades seven through nine included physical fitness tests, apparatus (such as balance beam, horse, parallel bars, rope climbing, trampoline, and tumbling), sports (such as archery, badminton, basketball, golf, soccer, softball, and swimming), and rhythms and dance.

The program for boys in grades ten through twelve included calisthentics, apparatus (traveling rings, tumbling and stunts, trampoline, ladder, horse and horizontal bar), sports (such as cageball or pushball, wrestling, track and field, and speedball), weight lifting, and isometrics.

The program for the girls in grades ten through twelve included calisthenics, apparatus (balance beam, flying rings, horizontal bars, ropes, tumbling, and trampoline), sports (such as indoor hockey, soccer, track, and volleyball), folk dance, modern dance, and square dance.

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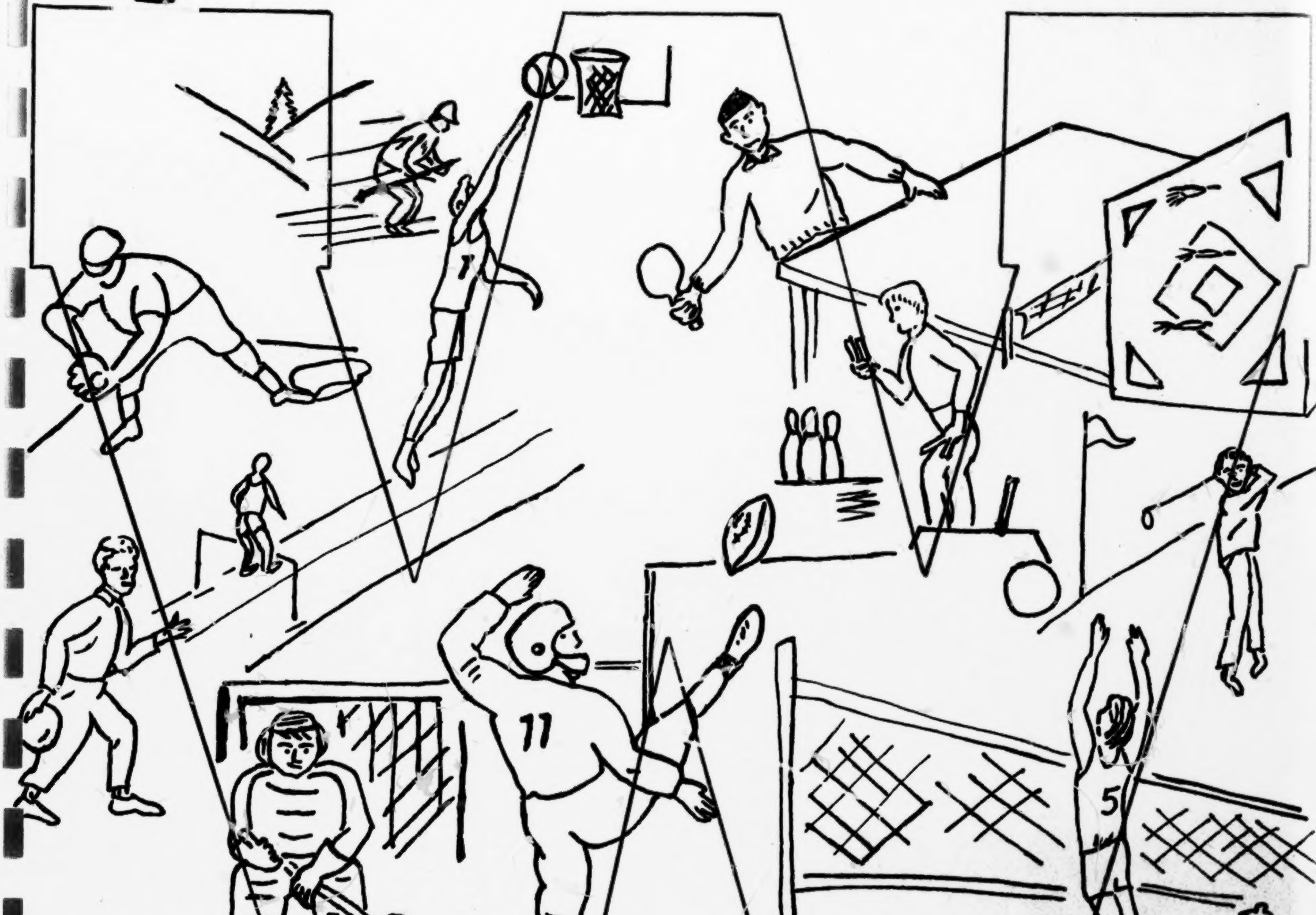
For The Teaching Of

HEALTH and PHYSICAL EDUCATION



Primary Through Senior High School
Wausau District Public Schools
Wausau, Wisconsin
1964

SECONDARY SCHOOL EDITION
(Grades 7-12)

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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WAUSAU DISTRICT PUBLIC SCHOOLS

Wausau, Wisconsin

G. W. Bannerman, Superintendent of Schools

INSTRUCTIONAL GUIDE
FOR THE TEACHING
OF
HEALTH AND PHYSICAL EDUCATION

Primary Through Senior High School

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Copies of this Guide are available
in the office of either the Director
of Elementary Education or the
Director of Secondary Education.

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1964

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FOREWORD

One of the most valuable subjects taught in our schools is that of health and physical education. Both are closely allied, and during the past few years considerable progress has been made in this department, and this is all to the good. We hear a great deal today about physical fitness, and there is a growing feeling that with some exceptions, the American youth is getting soft and unable to tackle the strenuous tasks that the young people of twenty years ago were able to do. Perhaps our highly mechanized society is partly responsible for this assumption. One can say without contradiction that if we have lost our health, we have lost everything; therefore, administrators and teachers should encourage and support a strong, vigorous health program. Here in Wausau those responsible for this particular assignment have been constantly reviewing the program, and their new proposals contained within this revised course of study present many excellent and worthwhile suggestions.

G. W. Bannerman
Superintendent of Schools

WAUSAU DISTRICT PUBLIC SCHOOLS'
PHILOSOPHY OF EDUCATION

"We believe that every human being is inherently valuable and therefore has the right to all the help that can be given him in achieving his best development.

"We must constantly strive to help each child mature physically so that he will have a strong body; mentally, so that he will be an independent thinker; morally, so that he will respect the rights of others; spiritually, so that he will be tolerant of the beliefs of others; and socially, so that he will be cooperative and able to live with others.

"By active cooperation among the schools, home, and community we shall try to inspire a greater appreciation for the democratic way coupled with a desire to preserve that way through intelligent living, active participation, and selfless contribution."

—— Developed and Adopted by the Wausau Teachers

PHILOSOPHY OF PHYSICAL EDUCATION

Our philosophy of physical education must be in support of, and harmony with. the belief of our educational philosophy. We believe, therefore, that physical education should contribute to the total development of a child through the medium of physical activities. This should include the development of desirable health habits, intelligent attitudes of behavior, and continued interests in activities which should result in happiness and a continued zest for life.

In the Public Schools of Wausau, our expression of the philosophy of physical education represents itself as a fundamental part of the complete education which our children are exposed to in terms of the variety of activities and experiences which contribute to the total development of human personality. Thus, the values of physical education are interwoven with the values of general education. An expression of the essence of this statement is contained in the philosophy of education as expressed by the Wausau teachers.

Our program of physical education in the public schools is predicated on the belief that certain professional objectives must be established in order to insure a good program. These are

1. Eventual medical examination of all Wausau students
2. Classes in physical education each day of the week for every pupil in school
3. Graduation credit requirement and honor points for physical education
4. Activities that can be used during leisure time
5. Broad intramural, interscholastic, and recreational sports program
6. Stress on individual differences, needs, interests, purposes, and capacities of the pupil it serves
7. Encouragment for the professional growth and welfare of the teachers involved
8. Qualified and certified instructors
9. Flexibility of methods and procedures to allow for teacher differences in organizing specific learning experiences for students
10. A program of progression from K through grade twelve
11. Facilities and environment that will encourage students to take part in and develop a greater variety of learning experiences
12. A class limit of 30 to 36 pupils
13. An adequate physical fitness testing program
14. Classes in co-physical education
15. Adaptation to pupils physical and mental readiness

OBJECTIVES

"Physical Education should aim to provide skilled leadership and adequate facilities, afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound." [1]

The individual in this school system is to be educated by experience in activity that will better him as an individual and fit him to the society in which he is to function as an adult citizen. To attain this end, four objectives must be included:

ULTIMATE OR IDEAL OBJECTIVES

1. Human relationship
   Respect, friendship, co-operation, courtesy, appreciation

2. Self-realization
   Inquiring mind, health knowledge, character, and recreation

3. Civic responsibility
   Active participation, tolerance, judgment, citizenship, social justice, and law observation

4. Economic efficiency
   Protection, occupation, information, work, choice

PHYSICAL OBJECTIVES

1. Organic power or vitality

   Develop and maintain strength
   Develop resistance to fatigue
   Develop the art of relaxation
   Increase cardiovascular efficiency
   Develop and maintain good posture

2. Neuromuscular development

   Develop fundamental skills of sports
   Develop grace, rhythm, body balance, poise, and improved reaction time
   Develop adaptation of body mechanics to activities associated with everyday living
   Develop skills for recreational use of leisure time

---

[1] Platform for Physical Education 3/50 AAHPER

SOCIAL OBJECTIVES

Place students in situations that encourage individual self-confidence, initiative, self-direction, self-control, sociability, and a sense of belonging
Develop character
Develop and promote desirable patterns of social behavior
Develop good sportsmanship by providing situations calling for proper attitudes
Develop and maintain habits, attitudes, and knowledge relating to the protection of self and community
Develop a philosophy of life that will include recognition of ones own capacity, understanding of success and failure, a sense of responsibility, and acceptable sportsmanship
Develop the ability to draw up a program of social activity, sleeping, eating, working, and playing that is adaptable to the individual
Promote wholesome boy-girl relationships through co-educational activities

EMOTIONAL OBJECTIVES

Develop emotional stability in the individual
Relieve strains and tensions through satisfying activities which completely absorb the individual
Develop personalities whose interests are directed outward
Learn to control emotions under stress
Keep one's self in good physical and mental health to meet more successfully the emotional problems of everyday living
Encourage sound family relationships as basis for the foundation for emotional stability
Learn that accidents are sometimes caused by hidden emotional factors
Work and play in an atmosphere as free as possible from tensions and hazards
Recognize and respect the abilities, potentialities, and limitations of self and others
Express joy and "fun" in games and sports
Accept challenges to overcome difficulties
Thrill to cooperative success or team work

MENTAL OBJECTIVES

Teach health education as an integral part of each physical education lesson
Develop ability to relax physically and mentally at proper times and in proper ways
Know and use correct terms when discussing physical and mental health
Recognize early signs of mental illness
Develop wholesome interest in the opposite sex

Develop self-control
Provide a fund of health knowledge to develop attitudes and habits for healthful living
Realize that a child's nature includes elements of feelings, emotion, and action as well as intellect, thus make guidance an essential part of the program
Understand that the pupil learns more fully when conditions and surroundings are favorable to learning
Know that the child learns best when his physical and psychological development are ready for a certain type of learning

SAFETY OBJECTIVES

Develop and maintain habits, attitudes, and knowledge relating to the protection of the individual and the community
Develop physical skills and improve body control
Develop proper attitudes toward safety skills for self-protection and group protection
Make known all safety precautions for all activities
Use the positive approach to show how to do the skill correctly
Promote and provide adequate supervision at all times

HEALTH OBJECTIVES

Develop desirable habits, attitudes, and knowledge relating to individual and community health
Provide an opportunity for self-expression through physical activity
Control temperatures of the body rightly
Maintain personal cleanliness
Recognize the need for corrective or preventive exercises as occasion arises

PHYSICAL FITNESS AND YOUTH

"Fitness is that state which characterizes the degree to which the person is able to function. Fitness is an individual matter. It implies the ability of each person to live most effectively within his potentialities. Ability to function depends upon the physical, mental, emotional, social and spiritual components of fitness, all of which are related to each other and are mutually interdependent.

"This means that each person in order to satisfy his own needs and at the same time contribute his share to the welfare of society must possess:

1. Optimum organic health consistent with heredity and the application of present health knowledge;
2. Sufficient coordination, strength, and vitality to meet emergencies, as well as the requirements of daily living;
3. Emotional stability to meet the stresses and strains of modern life;
4. Social consciousness and adaptability with respect to the requirements of group living;
5. Sufficient knowledge and insight to make suitable decisions and arrive at feasible solutions to problems;
6. Attitudes, values, and skills which stimulate satisfactory participation in a full range of daily activities;
7. Spiritual and moral qualities which contribute the fullest measure of living in a democratic society.

"Fitness is a dynamic, constantly changing quality, the development of which should be continuous and satisfying from early infancy through maturity so that the inherent potentialities of each person can be realized. The achievement of optimum fitness during the formative years is fundamental to education for the maintenance of fitness through adulthood.

"Fitness is maintained at a high level only if motivation is continuously present. A child's needs differ from those of a youth, just as a youth's needs differ from those of an adult; and among individuals in all groups, fitness needs also vary. It is not possible to design a single set of standards of fitness for all age groups and persons with diversified tasks. Yet the common elements applicable to the human entity, as indicated earlier in this statement, must be recognized. For each individual at each developmental stage, there is a desirable level of total fitness to be sought according to that person's role in life.

"Health education, recreation, and physical education, including athletics, can positively influence the fitness of children, youth, and adults. Participation in these programs should bring about improved fitness and an understanding and appreciation of the values of fitness for living.

"Some aspects of health education, recreation, and physical education which contribute to fitness are:

1. Physical activities, including sports and athletics, which help to develop individual fitness;
2. Experiences which lead to appreciation of and skill in movement;
3. Skills and appreciations which will enable the individual to enjoy a variety of recreation activities;
4. Health knowledge, attitudes, and practices which are applied in daily living;
5. Protective services which promote the maintenance of individual health;
6. Experiences which produce desirable social and ethical behavior;
7. An environment which is conductive to safety and optimum growth and development;
8. Leadership which is capable of implementing and evaluating all aspects of this program."

The statements quoted above were developed by the American Association for Health, Physical Education, and Recreation Fitness Conference, September 12-15, 1956. Washington, D. C.

* * * * *

"In order to maintain total fitness secondary school boys and girls should at graduation possess the following attitudes, understandings, and skills as a result of their participation in the health and physical education program:

A. Attitudes
    1. Strong desire to be healthy
    2. Accept the need for daily exercise
    3. Be aware of safety procedures in and out of water
    4. Appreciate the role of recreation
    5. Have an appreciation of one's strength and limitations
    6. Value the importance of personal cleanliness
    7. Appreciate good sportsmanship

5. Understand importance of physical fitness
6. Know one's capacities and limitations
7. Be an intelligent spectator of sports

C. Skills

1. Assume good posture while sitting, walking, and standing
2. Develop skills in seasonal sports
3. Swim well enough to be safe in water
4. Develop skill in one combative activity
5. Be able to apply skills in fundamental body movements
6. Give evidence of good health habits
7. Officiate, score and conduct athletic activities
8. Develop proper rhythmic response to music

The above statements of attitudes, understandings, and skills were adopted from the report of the National Conference on Fitness of Secondary Youth. American Association for Health, Physical Education, and Recreation. December 7-12, 1958. Washington, D. C.

"The surest way to health,
say what they will,
Is never to suppose we shall be ill."

--- Churchill

HEALTH AND PHYSICAL EDUCATION BY GRADES

In our modern physical education program the day of handing a child a ball and telling him to play with it is over. Physical education programs, regardless of age levels, consider the physical, social, mental or emotional characteristics, and needs of the individual. If we are to do the proper job of developing healthy, fit, strong, well-developed, and well-coordinated people who can fit into our complex society, we must provide a program of health and physical education activities from kindergarten through the twelfth grade. We must satisfy individual and group needs at every level.

The elementary age group must be concerned with games requiring running, rhythms, imitation, stunts, and simple fundamental skills. As we go up the steps from kindergarten through the sixth grade, the activities must vary and be more rugged with physical efforts implanted gradually into the program.

The physical education program at the junior high school level gradually develops from a class instruction type of program, to intramural, and then interscholastic. Group games such as tumbling, apparatus, rhythms, and social dancing encourages consideration for the other fellow. New interests which take group participation are developed.

The senior high school level develops a major interest in competitive athletics. However, in a good physical education program such activities as tumbling, apparatus, group games, individual sports, rhythms, and carry-over activities will have equal stress. There is an opportunity for pupils to specialize in selected activities according to their needs, interests, and abilities, and to develop a sensitivity to their enduring values.

ADMINISTRATIVE POLICIES

I. Requirements

- **A. Physical education from K through 12 is required for graduation**
- **B. 150 minutes of physical education each week is recommended**
- **C. Elementary -- Daily activity by qualified instructors when possible**
- **D. Junior High -- Daily program equivalent to 3 days of activity, 2 days of swimming, or health instruction**
- **E. Senior High -- Scheduled according to grades - 10-11-12, equivalent to 3 days per week**

II. Grading

- **A. Grades should be comparable to those received in other educational areas and should be derived from certain methods of evaluation, such as written tests, fitness tests, practical skill tests, progress, and degree of participation**
- **B. Marks of A, B, C, D, E, and F indicate the amount and quality of the work completed. In physical education the symbols show the level of skills attained, general improvement in skills, contribution to the class, and knowledge of the subject**
- **C. Grades too are a part of good citizenship. Students' actions in such things as care of equipment and supplies, friendliness, cooperation, responsibility, self-control, initiative and attitude to the entire program and activities, readiness for work, participation, conduct, cleanliness, leadership, attendance, service, and obeying the rules that affect self and the group, should be considered**

III. Pupil information

- **A. Dress (Clean attire prescribed by the staff for each level of instruction)**
  - **1. Boys uniform standards**
    - **a. Boys uniforms marked and numbered**
    - **b. Socks and supporters (white)**
    - **c. Rubber soled tennis shoes**
  - **2. Girls uniform standards**
    - **a. Gym suits**
    - **b. Swim suits and caps**
    - **c. Socks**
    - **d. Rubber soled tennis shoes**
    - **e. Shower shoes**
    - **f. Gym clothing marked and numbered**
- **B. Towel service and showers**
  - **1. Towels will be furnished to everyone taking showers**
  - **2. Fees are charged against the students' deposits**
  - **3. Lost towels must be charged against their deposits**

C. Locker (for storage of wearing apparel)
   1. Compartment locker or basket provided for each pupil
   2. Combination lock provided for each pupil
   3. Lost locks must be replaced by cost of the lock
   4. Fines will result when lockers are left unlocked
   5. Cleanliness must prevail at all times

IV. Instructors information
   A. Fill out physical education cards -- recording all information listed
   B. Instructors will keep accurate attendance of each class
   C. All excuses for absences must be signed and pupils informed of make-up procedures
   D. No pupil is excused from physical education by another teacher unless approved by the instructor in charge and before the class begins
   E. Inform all students concerning wearing apparel, locks, lockers, towels, and shower regulations
   F. Explain and post time schedules
      1. Dressing time .... Boys 4-7 minutes
         Girls 5-6 minutes
      2. Showers and dressing time .... Boys 6-10 minutes
         Girls 10-15 minutes
      (Teachers check shower rooms after maximum time)
   G. The physical education instructor must realize that the program as outlined by the department must be followed to the best of his ability
   H. Instructors are individually responsible for supervision of their locker room. Squad leaders or any other students are not to be placed in that position of responsibility
   I. All washable supplies should be cleaned periodically -- weekends, single day holidays, school vacations, and between semesters
   J. Discipline problems should be handled whenever possible by the individual instructor
   K. Physical education grades are determined as listed earlier
   L. All junior high school students must have a medical examination
      All senior high school students are encouraged to have a medical examination before graduation
   M. Senior high school boys out for interscholastic sports are excused from physical education only while they are out for a sport. They must have their physical fitness test completed before they are officially excused
   N. Recreational, intramural, and Girls Athletic Association programs will be offered to all students interested in taking part
   O. Instructors are responsible for checking all equipment. If students or leaders are used, it is still the responsibility of the instructor

MINIMUM ESSENTIALS OF INSTRUCTION

A Plan

Know exactly what you are going to teach before the class begins. Have your ideas in black and white ready for use. Be able to modify to fit a given situation.

Analysis of Work to be Covered

Itemize the key points. List in order the steps to be taken.

Readiness of Materials

Have all supplies and equipment ready before class begins.

Readiness of the Area to be Used

Have the gym, field, and classroom ready for teaching.

Use of Past Instructional Techniques

1. Check progression chart -- learn what pupils are capable of knowing and doing.
2. Present each point by explanation, demonstration, or illustration -- carefully.
3. Check performances for possible error in teaching.
4. Follow-up: review, reteach, and retest all key points.

Use Good and Simple Language

Be Prompt

Then you can insist that pupils be on time.

Be Tactful and Considerate

Avoid embarrassment of pupils that make mistakes. Develop the idea of consideration for others.

Encourage Pupils

Make them feel that you expect top grade performance. Develop pride in their accomplishments.

Fair Treatment to All

Recognize individual differences and be fair.

Check Your Teaching Ability

Note the achievement of your pupils. Compare skills with norms of class outside of school evaluation.

Suitable Dress

Neatness and cleanliness are important.

Insist on Attention

Rules of Behavior

Establish reasonable rules and insist upon adherance.

Aid to Pupils

Move around during your class activity and aid those who need it. Prepare to offer additional special help after school for those that need it.

Plan Your Program for Maximum Participation

Prepare to Answer Any and All Questions

Maintain a Businesslike Atmosphere, but Don't Overlook the Possibility of Enjoyment

Know Your Subject

Mastery of rules, techniques, and skills are a must.

Be Safety Conscious

Consider the safety of pupils at all times. Accidents sometimes result from faulty explanations and improper techniques or teaching.

Practice Skills

All sport skills should be taught before participation.

Emphasize Physical Fitness

Set a Standard of Achievement

Use a Desirable Dismissing Procedure

Make Your Class Interesting

Provide every pupil with a reason for wanting to come back to your class -- not because you are easy, but because they enjoy what they are doing.

Your Responsibility is to:

1. Be with your class at all times.
2. Give them a full period of activity.
3. Sell the idea of health and physical fitness.
4. Reach the objectives of physical education.

CLASS ORGANIZATION AND ORIENTATION

A general meeting program of all classes is desirable for orientation of the physical education program. Various aspects of the procedural routines and the nature of the program should be presented, and a question and answer period provided to make for greater understanding.

The meeting should provide opportunities to explain:

I. Content of the program
  A. Purposes of physical education
  B. Sports - intramural, recreational, and interscholastic
  C. Physical fitness tests
  D. Physical education requirements

II. General procedures
  A. In case of injury and accident
  B. Roll call
  C. Absence and tardiness
  D. Class make-ups
  E. Fire drill
  F. Dismissal from gym and locker room
  G. Shower and locker room
  H. Traveling to and from play areas

III. Use of supplies and equipment
  A. Apparatus safety measures
  B. Conduct during period

IV. Health regulations
  A. W.I.A.A. benefit plan
  B. Medical excuses
  C. Appropriate attire
  D. Hygiene and sanitation

V. Time schedules

VI. Grades

VII. Locks, locker room, and lockers

VIII. Activity tickets and student deposits

CHARACTERISTICS OF CHILD GROWTH AND DEVELOPMENT

(Ages - 12, 13, 14 - Grades 7, 8, 9)

PHYSICAL

- Rapid growth and development
- Rest needs similar to adult
- Boys faster and stronger than girls
- Basic metabolism off balance
- Sexual tension increases
- Neuromuscular control erratic
- Poor posture
- Resist sleep
- Interested in knowledge of first aid
- Readiness for higher game skills
- Puberty gradually reached
- Skin disorders begin
- Changes in physical proportions
- Girls are bigger than boys at this stage
- Girls tire easily
- Girls peak in skills reached before boys

MENTAL

- Deep desire to learn
- Frustrating age, worry over small items
- Increase in humor and attention span
- Consciousness of sex
- Imitation is popular
- Moody, emotional - not controlled
- Self-initiative begins
- Begin own thinking
- Becomes aware of attitudes on issues and policies
- Drive for gaining independence
- Enjoy practice for improvement

SOCIAL AND EMOTIONAL

- Need to learn correct behavior
- Intense emotions displayed
- Desire to belong
- Desire for excitement and adventure
- Reject adult authority
- Girls interested in boys
- Interested in physical attractiveness and dress
- Shy, self-conscious, and lacks self-confidence
- Gradual permanent friendships begin
- "Show-off" attitude still present
- Interested in social activities
- "Crushes" often develop
- Moody, unstable, and restless
- Best friend idea expanding
- Self-consciousness is present
- Anxiety over health
- Desire for privacy and possessions

THEIR NEEDS AND SUGGESTED ACTIVITY

- Participate in vigorous activities
- Develop goals from activities that are creative
- Understand social and emotional adjustment to situations
- Develop organic power and skill
- Understand growth changes
- Need to belong
- Understand differences of boy and girl activities
- Development of hobbies
- Learn importance of all phases of health and appearance
- Need lead-up games, team sports, and individual competition
- Need 7 to 10 hours of rest
- Need appearance guidances

CHARACTERISTICS OF STUDENT GROWTH AND DEVELOPMENT

(Ages 15, 16, 17 - Grades 10, 11, 12)

PHYSICAL

Physical characteristics almost fully developed
Muscular strength and endurance greatly increased
Outgrowing awkward stage
Better coordination and agility
Suffer from skin disorders
Tremendous appetities
Expend more energy than they possess
Permanent friendships
Overactive or sedentary
Improved coordination
Individual sports attract
Develop adult sex characteristics
Greatly stimulated
Interest in health

MENTAL

Memory span increases
Development of self-confidence
Better emotional control
Mental growth almost mature
Competitive spirit high
Interest in ideals and power to evaluate are greater
Need for guided freedom
Personal interests are increasing
Attractiveness is important
Interest in choice of vocation
Eagerness for skill perfection
Concerned about skin disorders

SOCIAL AND EMOTIONAL

Highly susceptible to social-moral habits and attitudes
Aware of and sensitive to opposite sex
Great interest in social development
Loyal to age group
Great desire for social approval
Greater leisure time
Getting away from parent protection
Concern over weight problems
Greater independence
Group life important
Resentment on restrictions
Emotional instability
Social maturity greater in girls
Aesthetic interests increased
Intellectual interests increased

NEEDS AND SUGGESTED ACTIVITIES

Develop goals from activities that are creative
Understand social and emotional adjustment to situations
Develop organic power and skill
Need for guidance regarding sports
Need for individual, team, and recreational sports
Plan and develop own interests
Need for health knowledge
Learn to live with handicaps
Family solidarity needed
Develop attitudes in car driving
Careful supervision of extended competition
Separate programs for boys and girls
Develop co-recreational activities

BASIC CONCEPTS IN PHYSICAL EDUCATION

1. Conditioning activities should be a part of each activity unit.
2. Instruction, practice, and review in skills and games should be a part of each unit at all levels.
3. An opportunity to "play the game" should be provided for each sport unit.
4. Each class should be geared to the needs and interests of the students, their health classification, and individual differences; therefore, there should be no excuses from health and physical education, unless complete information is presented from the family doctor.
5. Instruction in health and safety in relation to physical activities should be a part of every unit.
6. Review of fitness test scores should be done sometime during the school year.
7. Instructions in rules should be presented with each sport. A dittoed copy posted on the bulletin boards will be of help.
8. Units in body mechanics and posture may be presented; instruction in these should be presented concurrently with each activity unit. Contests for motivation.
9. Instruction and practice in officiating games should be a part of each sports unit in junior and senior high school.
10. Evaluation should be a part of each unit. Skill and knowledge tests should be presented and concluded with each unit. Observation is an important part of evaluation.

Major Emphasis On:

Team sports - Individual sports - Dance - Body mechanics as conditioning, relaxation, and fitness. Gymnastics - Tests - Some co-educational activities - Intramurals - Apparatus - Interscholastics - Recreational games - Tumbling

SAFETY MEASURES IN TEACHING APPARATUS ACTIVITIES

1. The use of mats is a must when using equipment.
2. There must be strict adherence to safety rules. (Forbid all "horseplay")
3. Emphasize the need of individual responsibility towards safety.
4. Stress and teach the necessity of spotting, receiving, or guarding and the importance of being in the correct position at the proper time.
5. Use magnesium carbonate wisely.
6. Make a careful inspection of all equipment -- daily.
7. Have all mats level and secure for all landings.
8. Eliminate all hazards in setting up equipment. (Supervise each step)
9. Condition your pupils for any and all activity on apparatus, and have them warm up properly.
10. Teach the proper grips - if you don't know, cut out the activity until you have had time to check.
11. Build confidence in your pupils by having stunts performed at low levels and insist upon progression from the simple to the complex.
12. See to it that all fundamentals are mastered before you advance to the stunts themselves.
13. Keep activities within the range of the group. Let's remember sophomores are still sophomores.
14. When fatigue sets in little is accomplished.
15. Never allow pupils to attempt difficult activities until they understand all fundamentals of the stunt.
16. Be more concerned with the degree of perfection of form and not the number of stunts they can do without it.
17. State all directions clearly so there is no misunderstanding.
18. Set a standard of achievement that fits the age group with which you are working.

TIME ALLOTMENT FOR PHYSICAL EDUCATION CLASSES IN THE JUNIOR HIGH SCHOOL

7th Grade	Health	6 weeks	3 days per week
	Swimming	12 weeks	3 days per week
	Phy. Ed. in Gym	18 weeks	3 days per week
8th Grade	Swimming	12 weeks	2 days per week
	Phy. Ed. in Gym	24 weeks	2 days per week
9th Grade	Health	6 weeks	3 days per week
	Swimming	6 weeks	3 days per week
	Rhythms	6 weeks	3 days per week
	Phy. Ed. in Gym	12 weeks	3 days per week

The physical education program for all students attending the junior high schools will be based on a six-week block plan. Each student will meet on the days specified in the area designated for each block. These alternate as indicated under each grade level. One-fourth credit is earned at the completion of the ninth grade.

TIME ALLOTMENT FOR PHYSICAL EDUCATION CLASSES IN THE SENIOR HIGH SCHOOL

10th Grade	Physical Education - M. W. F. ¼ credit
11th Grade	Physical Education - M. W. F. ¼ credit T. Th.
12th Grade	Physical Education - T. Th. ¼ credit

The physical education program for all students attending the Senior High School will be based on a nine-week block plan. Each student will meet on the days specified, and if possible will remain in the same class for both semesters. However, the girls will change from one gym to another at the close of the first semester.

Elective courses will take place in intramurals and recreation. Athletes will be excused during the training for a given sport.

SCOPE AND SEQUENCE OF PROGRAM

KEY		
	U ... Unit	E ... Elective
	R ... Review	* ... First Offered
	B ... Boy	I ... Instructional
	G ... Girl	

ACTIVITY	7	8	9	10	11	12
AQUATICS						
Physical Education	* U I B G	U R B G	U R B G			
Intramurals	* B G	B G	B G	* B G	B G	B G
Interscholastic			* B	B	B	B
CALISTHENICS	A part of every activity unit					
Conditioning	* I	B G	B G	U R B G	U B G	U B G
Mass	I U B G	B G	B G	U B	U B	U B
COMBATIVES						
Dual	* I U B G	R B G	U B G	U R B G	U B G	U B G
Group	B G	B G	B G	B G	B G	B G
GYMNASTICS						
Apparatus	* I U B G R	R U B G	B G	R U B G	R U B G	R U B G
Tumbling	I U R B G	U B G	U B G	U R B G	U B G	U B G
Pyramids	* U B G	U B G	U B G	U B G	U B G	U B G
INDIVIDUAL SPORTS						
ARCHERY						
Physical Education				* U I G	U R G I	U G I
Intramural				GAA	GAA	GAA
Interscholastic						
BADMINTON						
Physical Education			R I B G	R I U B G	I U B G	I U B G
Intramural				GAA B	GAA B	GAA B
Interscholastic						

ACTIVITY	7	8	9	10	11	12
FENCING						
Physical Education						
Intramurals				B YMCA	B YMCA	B YMCA
Interscholastic						
GOLF						
Physical Education			* I B	I U B G	R U B G	U B G
Intramurals			B	G	G	G
Interscholastic				B	B	B
HAND AND PADDLE BALL						
Physical Education	* I B	R B	R			
Intramural	B YMCA	B YMCA	B YMCA	B YMCA	B YMCA	B YMCA
Interscholastic						
TENNIS						
Physical Education	* I B G	R U B G	R U B G	R U B G	U B G	E B G
Intramural				B G	B G	B G
Interscholastic	* I R	R U	R U	B RU	B U	B U
TRACK						
Physical Education	* I R	R U	R U	R U	U	U
Intramural	B	B	B			
Interscholastic			B	B	B	B
SKIING						
Physical Education				B		
Intramural				B G	B G	B G
Interscholastic			B	B	B	B
CURLING						
Physical Education						
Intramural			B	B	B	B
Interscholastic				B	B	B

ACTIVITY	7	8	9	10	11	12
RECREATIONAL GAMES						
AERIAL DARTS (BASEBALL)				B	B	B
BOWLING			B G	B G	B G	B G
HORSEBACK RIDING	E	E	E	B G	B G	B G
ICE AND ROLLER SKATING	E B G	E B G	E B G	E B G	E B G	E B G
SHUFFLEBOARD	E B G	E B G	E B G	E	E	E
TABLE TENNIS	I U B G	U B G	U B G	R U B G	U G E B	U G E B
TETHER BALL	U R B G	U B G	B G			
HIKING AND CAMPING	R U					
RHYTHMIC ACTIVITIES						
FOLK DANCING	* G	* G	* G	G	G	G
MODERN DANCE				* U G	U G	U G
SOCIAL DANCING	* B G	B G	B G	E B G	E B G	E B G
SQUARE DANCING	U B G	U B G	U B G	E U	E U	E
TEAM SPORTS						
BASKETBALL	B G	B G	B G	B G	B G	B G
FOOTBALL			B	B	B	B
KICKBALL	B G	B G	B			
SOCCER	B G	B G	B G	B G	B G	B G
SOFTBALL	B G	B G	B G	B G	B G	B G
TOUCH FOOTBALL	B	B	B	B	B	B
VOLLEYBALL	U B G	U B G	U B G	U B G	U B G	U B G
WINTER SPORTS	E	E	E	B G	B G	B G
TESTING						
AAHPER TESTS	MODIFIED			B	B	B
REPORT CARDS	WAUSAU TEST			WAUSAU TEST		

HEALTH AND PHYSICAL EDUCATION PROGRAM

BOYS

(Grades 7-8-9)

BOYS' PROGRAM

GRADES 7-8-9

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*For some activities instructors will use the same teaching guides for both girls and boys; therefore, we refer you to the same page or pages.

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PHYSICAL EDUCATION ACTIVITIES

BOYS

7th Grade	wks	8th Grade	wks	9th Grade	wks
Fall					
				Health	5
Orientation	1	Orientation	1	Orientation	1
		Swimming	3	Swimming	3
Flag football	3	Flag football	3	Flag football	
Soccer		Soccer		Soccer	
Speed ball	2	Speed ball	2	Speed ball	
Games and relays	1	Games and relays		Games and relays	
Fitness testing	1	Fitness testing	1	Fitness testing	1
Rainy day activity		Rainy day activity		Rainy day activity	
Winter					
* Basketball	2	* Basketball	3	* Basketball	2
* Volleyball	2	* Volleyball	3	* Volleyball	2
Apparatus Tumbling	2	Apparatus Tumbling	6	Apparatus Tumbling	4
* Dance	6	* Dance		* Dance	6
Swimming	6	Swimming	3	Swimming	3
Combatives		Combatives		Combatives	2
Badminton		Badminton		* Badminton	
Fitness testing		Fitness testing		Fitness testing	
Wrestling		Wrestling	3	Wrestling	1-2
* Bowling		* Bowling		* Bowling	
* Skating		* Skating		* Skating	
* Skiing		* Skiing		* Skiing	
* Curling		* Curling		* Curling	
Weight lifting		Weight lifting		Weight lifting	
Mass Calesthenics	(daily)	Mass Calesthenics	(daily)	Mass Calesthenics	(daily)
Spring					
Softball	1	Softball	1	* Softball	2
Track	1	Track	1	Track	3
* Tennis		* Tennis		* Tennis	
* Golf		* Golf		* Golf	
Swimming	6	Swimming	6	Swimming	
Touch football skills	1	Touch football skills	1	Touch football skills	3
Fitness testing	1	Fitness testing	1	Fitness testing	1

* Intramurals

CALISTHENICS

I. Introduction
    A. Discuss the calisthenics to be used and the various reasons for each
    B. Point out the benefits

II. Objectives
    A. Develop the attitude within the students to fulfill the need for physical activity because they "want to" fulfill this need, not because they "have to"
    B. Develop the attitude of excelling in physical performance, physical achievement testing, and daily participation in order to increase flexibility, coordination, agility, speed, rhythm, strength, muscular endurance, balance and organic efficiency
    C. Provide the physically and mentally handicapped with activities which they are capable of performing thereby providing a constant challenge to all students

III. Fundamentals
    A. Conditioning activities
    B. Developmental activities
    C. Physical fitness activities

IV. Teaching procedures
    A. Conditioning activities
        1. Running
        2. Push-ups
        3. Sit-ups
        4. Pull-ups
    B. Developmental activities
        1. Squat thrusts
        2. Toe touch
        3. Jumping jacks
        4. Bicycle kick
    C. Physical fitness activities
        1. Shuttle run
        2. Standing broad jump

V. Progression (The 7th through 9th grade progression seems to be an increase in the time, the speed, and the amount of calesthenic activities)

VI. Evaluation (Achievement tests)

PHYSICAL FITNESS TESTS

- I. Introduction
  - A. History
  - B. Explanation of purpose

- II. Objectives
  - A. Measure the degree of physical fitness each student has attained
  - B. Show each student what parts of his body need development
  - C. Evaluate the program for building physical fitness

- III. Fundamentals
  - A. Pull-ups
  - B. Sit-ups
  - C. Standing broad jump (Best of 3 trials)
  - D. Fifty-yard dash (Best of 2 trials)
  - E. Shuttle run (Best of 2 trials)
  - F. Push-ups
  - G. Squat thrusts (Times per minute)
  - H. Jump-and-reach (Best of 3 trials)
  - I. Softball throw (Best of 3 trials)

- IV. Teaching procedures
  - A. Demonstrate tests
  - B. Test each student twice in each grade
    - 1. Beginning of the year
    - 2. End of the year

- V. Progression (Students receive same tests at all grade levels)

- VI. Evaluation
  - A. Degree of fitness according to national norms
  - B. Amount of improvement from beginning to end of year

APPARATUS (Basic Skills)

- I. Balance beam
  - A. Forward walk
  - B. Backward walk
  - C. One foot balance
  - D. Duck walk
  - E. Bear walk
  - F. Partner stunts
  - G. Step overs
  - H. Kneeling
  - I. Jumping turn
  - J. Squat balance
  - K. Passing partner
  - L. Knee touch

II. Buck
    A. Leap frog
    B. Jump to knee stand
    C. Side vault
    D. Straddle vault
    E. Flank vault
    F. Thief vault
    G. Fencers vault
    H. Scissors vault
    I. Double vault

III. Horizontal bar
    A. Straight arm hang
    B. Backward circle
    C. Front rest and roll
    D. Knee hang dismount
    E. Inverted hang
    F. Chin-ups (both grips)
    G. Forward hip circle
    H. Nest hang
    I. Knee circle
    J. Swing rise

IV. Horse
    A. Front rest
    B. Upside down hang
    C. Front vault
    D. Jump-and-squat jump
    E. Jump to straddle
    F. Side vault
    G. Rear vaults
    H. Scissors
    I. Wolf mount

V. Ladder
    A. Chins
    B. Single forward travel
    C. Side travel
    D. Double travel
    E. Backward travel
    F. Bird's nest
    G. Skin-the-cat

VI. Parallel bars (regulation)
    A. Upper arm support
    B. Straight arm travel
    C. Straddle seat travel
    D. Arm support jumps
    E. Arm support walk
    F. Shoulder roll
    G. Dismounts
    H. Hammock hang
    I. Inverted hand travel
    J. Bird's nest

VII. Parallel bars (Floor)
    A. Straight arm sit
    B. Shoulder stand
    C. High feet kick

VIII. Ring (Flying)
    A. Bird's nest
    B. Skin-the-cat
    C. Inverted hang
    D. Knee hang
    E. Front roll tuck
    F. Cutaways

IX. Rings (Traveling)
    A. Two-hand chins
    B. Two-hand swing
    C. Two-hand pump
    D. Swing ring to ring
    E. Bend arm and swing
    F. Double rope climb
    G. Double climb

X. Ropes and poles
    A. Chins
    B. Climbing cross-legged
    C. Swing-and-drop
    D. Climbing for distance
    E. Inverted hang
    F. Swing-and-change
    G. Skin-the-cat

XI. Stall bars
    A. Front mount
    B. Sit-ups
    C. Leg lifts

XII. Trampoline
    A. Mount and dismount
    B. Bounce fundamentals
    C. Seat drop
    D. Knee drop
    E. Knee to seat drop
    F. Hands and knee drop
    G. Seat drop with half turn
    H. Back drop
    I. Turnabout
    J. Drop with twists
    K. Combination
    L. Tuck jump
    M. Rope skip

XIII. Wands
  A. Skins
  B. Calesthenics
  C. Single leg jump over

XIV. Rope jumping
  A. Review
  B. One-foot jump
  C. Ten hops each foot
  D. Reverse jump
  E. Number per minute
  F. Leg flings
  G. Criss-cross

APPARATUS (Teaching Guide)

FLYING RINGS

I. Introduction
  A. Explanation of equipment and stunts
  B. Safety
  C. Requirements

II. Objectives
  A. Gain knowledge of skills
  B. Develop strength in upper body
  C. Provide an opportunity for creative exercises

III. Fundamentals
  A. Mounts
    1. Swing-ups
    2. Pull-ups
  B. Hangs
  C. Dislocates
  D. Combinations
  E. Dismounts
  F. Spotting

IV. Teaching procedures
  A. Different methods of grip
  B. How to develop the swing
  C. Mechanics of stunt performance

V. Progression

Grade 7	Grade 8	Grade 9
Basic mounts	Review 7	Review 8
Hangs	Single and double cut-offs	Swing-rises
Pull-ups	Pull, push-up	Single leg cut-off
Vertical plane swings	Dismounts	Regrasps
Inverted swings		Dislocate
		Inlocate

VI. Evaluation
    A. Practical tests
    B. Written tests
    C. Observation

HORIZONTAL BAR

I. Introduction
    A. Short explanation of piece of apparatus and skills which can be used while performing
    B. Discussion of safety precautions and spotting for other performers
    C. Discussion of goals to be realized

II. Objectives
    A. Improve the ability to control muscular movement (large and small)
    B. Build an appreciation of skills and strength necessary to perform successfully on the horizontal bar
    C. Gain alertness to the possibility of assisting others
    E. Build confidence, self-respect, and self-realization

III. Fundamentals
    A. Mounts, swing-ups, pull-ups
    B. Circles (knee, hip, crotch)
    C. Hangs
    D. Combinations of stunts
    E. Dismounts
    F. Spotting safety

IV. Teaching procedures
    A. Informative discussions
    B. Visual aids of techniques and progressions
    C. Demonstrations by instructor and students

V. Progression

Grade 7	Grade 8	Grade 9
Safety precautions and spotting stressed	Review grade 7	Review grade 8
Simple hangs	Hip pull-up	Swing-rise
Hip pull-ups	Single knee circles	Plank vault dismount
Single knee swing-up	Crotch circles forward and backward	Double knee circle (back)
Hip circle forward	Hip circles backward	Kip to support
Crotch circle forward		

VI. Evaluation
    A. Practical tests
    B. Terminology, nomenclature and progressions
    C. General observation

HORSE

I. Introduction
  A. History
  B. Selection of skills
  C. Care and inspection of equipment
  D. Safety

II. Objectives
  A. Help the students develop endurance, strength, flexibility, and body control
  B. Promote confidence

III. Fundamentals
  A. Positions
  B. Grasps
  C. Rests
  D. Vaults

IV. Teaching procedures
  A. Demonstration of techniques
  B. Mechanics of movements around the pummels
  C. Position of spotters

V. Progression

Grade 7	Grade 8	Grade 9
Fundamental positions	Review 7	Review 8
Grasps	Seats	Forward roll
Rests	One-half leg circles	Chest stand
Pendulum swing	Middle difficulty vaults	Combinations
Simple vaults		
Mounts		

VI. Evaluation
  A. Practical tests
  B. Combination achievements

LADDER

I. Introduction
  A. Discuss the usefulness of this activity
  B. Safety rules needed
  C. Give the students an idea of what they should be able to do at this level

II. Objectives
    A. Develop strength and skills necessary to perform stunts
    B. Provide an outlet for creativity and originality in new and different stunts
    C. Develop a constant concern for safety

III. Fundamentals
    A. Grip
    B. Control of the body

IV. Teaching procedures
    A. Work on shoulder and arm regions during warm-up activities
    B. One individual performs a stunt and is followed by the remainder of the class

V. Progression

Grade 7	Grade 8	Grade 9
Forward travel	Review of grade 7	Review grade 8
Backward travel	Partner stunts	Speed tests
Side travel	Creative stunts	
Hangs		
Skin the cat		
Bird's nest		

VI. Evaluation
    A. Achievement tests
    B. Creative stunts

PARALLEL BARS

I. Introduction
    A. Select skills to meet the needs of the group
        1. Previous experience
        2. Physical maturity
    B. Terminology
    C. Care and inspection of equipment
    D. Safety

II. Objectives
    A. Improve balance and co-ordination
    B. Develop upper body and limb strength
    C. Learn progressive skills

III. Fundamentals
    A. Grips
    B. Approaches and mounts
    C. Stunt execution
    D. Dismounts or completions
    E. Use of spotters

IV. Teaching procedures
    A. Single skill drills
    B. Combination stunts

V. Progression

Grade 7	Grade 8	Grade 9
Front mount	Review 7	Review 8
Upper arm hang	Flank dismount	Upper arm swing
Straight arm support	Rear dismount	Shoulder stand
Straight arm support walk	Straddle travel seats	Forward roll
Straight arm support swing	One-half turn between bars	Dips
		Swinging dips
		Combinations

VI. Evaluation
    A. Practical tests
    B. Combinations
    C. Written terminology test

CLIMBING ROPES

I. Introduction
    A. Discussion of the importance of the rope climb
    B. Terminology
    C. Safety rules

II. Objectives
    A. Develop skills necessary to climb
    B. Develop a knowledge of fundamentals involved
    C. Develop essential safety skills
    D. Provide opportunity for development of strength in the arm and shoulder region

III. Fundamentals
    A. Grip
    B. Use of feet and legs

IV. Teaching procedures
    A. Demonstrations of various methods used
    B. Individual practice and help

V. Progression

Grade 7	Grade 8	Grade 9
Short review of grades 1-6	Review grade 7	Review grade 7 and 8
Climb with hands only	Begin climb from sitting position	Climb from sitting position
Climb for speed	Distance tests	Double rope climb
	Speed tests	Speed tests

VI. Evaluation
   A. Height tests
   B. Speed tests

ROPE JUMPING

I. Introduction
   A. Definition of terms
   B. Selection of skills
   C. Explanation of competition

II. Objectives
   A. Develop agility, co-ordination, and a sense of rhythm
   B. Build endurance, stamina, and cardiac reserve powers

III. Fundamentals
   A. Wrist action
   B. Position of feet
   C. Gripping rope
   D. Swinging rope

IV. Teaching procedures
   A. Skipping
   B. Jumping
      1. One-legged
      2. Two-legged
   C. Criss-cross
   D. Creative leg and hand movements

V. Progression

Grade 7	Grade 8	Grade 9
Double leg jumps	Review 7	Single leg jumps
Number of jumps per half minute	Multiple jumping	Skipping
Relays		Number of jumps per minute
		Criss-cross

VI. Evaluation
   A. Practical tests
   B. Team tests
   C. Time tests

TRAMPOLINE

I. Introduction
   A. History
   B. Skill selection
      1. Maturity
      2. Previous experience
   C. Care and inspection of equipment
   D. Safety

II. Objectives
   A. Improve balance and agility
   B. Develop stamina, coordination, and confidence
   C. Learn progressive skills

III. Fundamentals
   A. Approaches and mounts
   B. Position of bounce on bed
   C. Execution of stunts
   D. Dismounting
   E. Safety

IV. Teaching procedures
   A. Methods
      1. Mounting
      2. Dismounting
      3. Stunt execution
   B. Form
      1. Proper execution for safety
      2. Proper execution for appearance

V. Progression

Grade 7	Grade 8	Grade 9
Mounts and dismounts	Review 7	Review 8
Bouncing	Front drop	Front somersault in belt
Seat drop	Back drop	Back somersault in belt
Knee drop	Combinations	Combinations
Hands and knee drop	Front somersault from knees	

VI. Evaluation
   A. Practical skill tests
   B. Combination stunts

TUMBLING - STUNTS - PYRAMIDS

I. Introduction
  A. Discussion of the importance and values of spotting safety
  B. Discussion of unit skills and testing to be required of all students

II. Objectives
  A. Increase body control and flexibility
  B. Give knowledge of "spotting" skills and a realization of their importance
  C. Increase awareness of general safety precautions
  D. Create a feeling of working together

III. Fundamentals
  A. Spotting
  B. Falling safely
  C. Rolls - forward and backward
  D. Basic stunts
  E. Balances
  F. Leaps and jumps
  G. Basic organic strength
  H. Walks
  I. Combinations of skills
  J. Lifts, carries, pull-overs, pull-throughs

IV. Teaching procedures
  A. Individual help
  B. Resource information and illustrations
  C. Visual aids in progressions
  D. Demonstrations
  E. Discussions

V. Progression

Grade 7
- Spotting techniques
- One-leg and foot balances
- Jump with one-half turn
- Fall, tuck and roll (forward and backward)
- Tip up
- Head-and-handstand
- Elephant roll
- Elephant walk
- Jump, two heel clicks
- Wrestler's bridge
- Two-high pyramids and simple six-man pyramids
- Forward roll-variations
- Backward roll-variations

Grade 8
- Review grade 7
- Tumbler's greeting
- Head and hand stand on partner
- Forearm stand
- Jump, two to three heel clicks
- Back-to-back pull-over
- Forearm-and-headstand
- Cartwheels
- Teacher-designed pyramids
- Dive, forward rolls (over one man)
- Backward roll with extension

Grade 9
- Review grade 8
- Jump, three heel clicks
- Round-off
- Head-and-hand spring
- Head-and-shoulder spring (over partner's knees and hands)
- Kip - variations
- Handstand
- Handwalk
- Handspring-forward
- Student-designed pyramids (show class)
- Dive, forward roll (over two men)

VI. Evaluation
    A. Practical tests
    B. General observations

SPORTS

BADMINTON

Grade 9 (3 weeks) not offered to 7th and 8th graders

I. Introduction to activity
    A. History of the sport
    B. Discussion of the basic rules, terminology, scoring, and markings for doubles and singles matches
    C. Instruction on use and care of equipment
    D. Information regarding class procedures and what the class should gain from this unit

II. Objectives
    A. Develop a knowledge of the rules and terminology
    B. Develop skills necessary to participate
    C. Develop an appreciation of the activity and a respect for opponents
    D. Develop the ability to make quick decisions

III. Fundamentals of badminton
    A. Gripping the racket
        1. Forehand
        2. Backhand
    B. Serving and gripping the shuttlecock
    C. Return
        1. Underhand
        2. Overhand
        3. Forehand
        4. Backhand
    D. Court position
        1. Singles
        2. Doubles

IV. Evaluation
    A. Skill tests
    B. Written tests

BASKETBALL

I. Introduction
   - A. History
   - B. Rules
   - C. Selection of skills to meet the needs of the group
     - 1. Demonstrate basic skills
     - 2. Group competition

II. Objectives
   - A. Develop understanding, appreciation, alertness, ability, behavior, agility, coordination, and basic skills
   - B. Build body control and confidence
   - C. Promote leadership and team cooperation

III. Fundamentals
   - A. Passing
   - B. Pass receiving
   - C. Dribbling
   - D. Shooting
   - E. Pivoting, starting, and stopping
   - F. Defenses
     - 1. Zone
     - 2. Man-to-man

IV. Teaching procedures
   - A. Drills
   - B. Controlled game situations
   - C. Games and tournaments

V. Progression

Grade 7	Grade 8	Grade 9
Two-hand chest pass	Review grade 7	Review grade 8
Rules	Rebounding	Baseball pass
Dribbling	Modified games	One-hand set shot
Bounce pass		Jump shot
Free throws		Games
Lay-ups		
Competition		

VI. Evaluation
   - A. Practical tests
   - B. Game and team competition

FLAG TOUCH FOOTBALL

I. Introduction
A. History
B. Discussion of basic rules and skills to be learned
C. Grading procedures
D. Information on dress and use and care of equipment

II. Objectives
A. Develop basic skills
B. Develop a knowledge of the rules
C. Develop essential safety skills
D. Develop team play, cooperation and leadership

III. Fundamentals
A. Ball handling
1. Gripping
2. Passing
3. Catching
4. Carrying the ball
5. Centering
6. Exchanging the ball between center, quarterback, and backs
B. Running
C. Stances
1. Offensive
2. Defensive
D. Blocking
E. Kicking
1. Punting
2. Place-kicking
F. Simple formations

IV. Teaching procedures
A. Two lines facing each other
1. Passing drills
2. Centering drills
3. Kicking drills
B. Ball-carrying and ball-exchange drills
C. Stance drills
D. One-on-one blocking drills

V. Progression

Grade 7	Grade 8	Grade 9
Fundamentals	Review fundamentals	Review fundamentals
	Lead-up games	Team play
		Touch football games

VI. Evaluation
A. Did students learn basic skills and have ample opportunity to develop these skills?
B. Skill tests
C. Written tests

INDOOR HOCKEY

I. Objectives
   - A. Develop necessary skills and knowledge
   - B. Develop team play

II. Teaching suggestions
   - A. History
     - 1. Comparison with regular hockey
     - 2. Rules and regulations
   - B. Sample drills
     - 1. Stick dribble with and without obstacles (for control)
     - 2. Passing for control and accuracy
     - 3. Passing with try for goal
     - 4. Timed obstacle dribble

III. Activities
   - A. Correct stick grasp
   - B. Techniques of using stick
     - 1. Offensive
     - 2. Defensive
   - C. Position play
   - D. Game strategy
     - 1. Offensive
     - 2. Defensive

IV. Equipment and supplies
   - A. Marked court
   - B. Goal markers
   - C. Puck or ball (whiffle)
   - D. Sticks

V. Progression (taught in grades 7 and 8)

Grade 7	Grade 8
Basic skills	Review 7
Dribbling	Player positions
Use of sticks	Game strategy
Passing	Game competition

VI. Evaluation
   - A. Simple achievement tests
   - B. Game situation play

SOCCER

I. Introduction
- A. History
- B. Rules and regulations

II. Objectives
- A. Develop skills and knowledge necessary to play soccer
- B. Develop team spirit and cooperation
- C. Provide an opportunity for rugged play

III. Fundamentals
- A. Kicking ball with inside of foot, not with toe
- B. Use only the lower leg when kicking
- C. Trapping
  - 1. Shin
  - 2. Foot
- D. Blocking
  - 1. With ball control
  - 2. Without ball control
- E. Positions of players on the field and their responsibilities
- F. Punting, place kicking, kick-ins, free kicks, penalty kicks
- G. Offensive strategy

IV. Teaching procedures (drills)
- A. Foot dribble with and without obstacles
- B. Passing between two people
- C. Trapping
- D. Three-man passing with try for goal
- E. Heading

V. Progression

Grade 7	Grade 8	Grade 9
Dribble relays	Review skills of 7	Review grade 8
Trapping	Controlled scrimmages	Full game participation
Passing relays	Test skills	Retest skills
Lead-up games line soccer circle soccer	Heading	Game strategy

VI. Evaluation
- A. Observe team play
- B. Obstacle dribble test for speed
- C. Number of times able to head ball
- D. Passing tests

SOFTBALL

I. Introduction
  A. History
  B. Rules and regulations
  C. Visual aids

II. Objectives
  A. Develop skills for good participation
  B. Develop a knowledge of the game

III. Fundamentals
  A. Batting
  B. Throwing
  C. Catching
  D. Pitching

IV. Teaching procedures
  A. Batting drills - stance, swing, eye coordination
  B. Throwing drills - infield and outfield
  C. Pitching drills - accepted methods of delivery
  D. Fielding drills - stance, approach, pick-up, throw
  E. Actual games

V. Progression

Grade 7	Grade 8	Grade 9
Review lead-up games	Review grade 7	Review of grades 7 and 8
Basic fundamentals	Review of fundamentals	Perfecting skills
Fielding skills	Review of skills	Basic rules
Pitching drills	Bunting and backing	Playing the game
	Playing the game	

VI. Evaluation
  A. Skill tests in basic fundamentals
  B. Observation of game situations
  C. Review of game outcomes

SPEEDBALL

I. Introduction
  A. History
  B. Rules
  C. Discussion of skills
  D. Team strategy

II. Objectives
   A. Develop an appreciation of good team play
   B. Create an enjoyable, vigorous activity
   C. Develop skills necessary to play the game
   D. Stimulate leadership

III. Fundamentals
   A. Kicking
   B. Passing
   C. Receiving
   D. Blocking
   E. Dribbling
   F. Heading

IV. Teaching procedures
   A. Kicking drills
   B. Methods of receiving
   C. Methods of using body for control and movement of ball
   D. Lead-up activities
   E. Games

V. Progression

Grade 7	Grade 8	Grade 9
Fundamentals passing, kicking, receiving, blocking, dribbling Tests Modified games	Heading Kick-ups Game situations	Review grades 7 and 8 Games League play

VI. Evaluation
   A. Practical tests on fundamentals
   B. Written test on rules

SWIMMING

I. Introduction
   A. General safety rules of beach and pool
   B. Hygienic standards
   C. Discussion of advantages of being able to swim now, and in later life
   D. Discussion of unit content -- give all an idea of what to expect

II. Objectives
- A. Create an enjoyable experience which will carry over to later life
- B. Create opportunity for everyone to find some way to move successfully through the water (front, back, side)
- C. Develop a sense of security and confidence in the water
- D. Make the student aware of basic safety and hygienic principles
- E. Develop basic skills in diving
- F. Gain knowledge of meet conditions and procedures
- G. Create an opportunity for an appreciation of proficiency in swimming and the role swimming plays in total physical development

III. Fundamentals
- A. Comfortably place head under water
- B. Breathe out under water
- C. Flutter kick
- D. Breaststroke kick
- E. Dolphin kick
- F. Elementary floating
- G. Elementary backstroke
- H. Front crawl stroke
- I. Sidestroke
- J. Backstroke
- K. Breaststroke
- L. Butterfly stroke
- M. Basic diving (two groups)

IV. Teaching procedures
- A. Groups
  - 1. Swimmers
  - 2. Intermediates
  - 3. Beginners
- B. Drills

V. Progression

Grade 7
- Games involving head in water
- Bobbing
- Flutter kick (with board)
- Floating (front and back)
- Human stroke
- Elementary
- Complete front crawl
- Practical tests

Grade 8
- Review front crawl
- Treading water
- Backstroke fundamentals
- Breaststroke fundamentals
- Butterfly fundamentals
- Games involving all of the above strokes
- Underwater swimming
- Forward and back dives
- Test on strokes and diving
- Test on knowledge of above (written)

Grade 9
- Review grade 8
- Complete meet information given
- Interclass meet held
- Poorer swimmers act as officials
- Test on strokes (practical)
- Test on meet knowledge (written)

VI. Evaluation
   A. Practical tests
   B. Written knowledge
   C. General observations

TENNIS

I. Introduction
   A. History
   B. Rules and regulations

II. Objectives
   A. Develop skills necessary to play tennis
   B. Develop a knowledge of the selection and care of equipment
   C. Use as a leisure time activity

III. Fundamentals
   A. Grips
   B. Forearm drive
   C. Backhand drive
   D. Volley
   E. Game strategy
      1. Singles
      2. Doubles

IV. Teaching procedures
   A. Visual aids
   B. Skill drills
      1. Grips
      2. Strokes
      3. Footwork

V. Progression (Grades 8 and 9)
   Intramurals
      Serve
      Volley
      Forearm drive
      Backhand drive
      Smash
      Game situations

VI. Evaluation
   A. Skill tests
   B. Tournaments

TRACK AND FIELD

I. Introduction
A. History
B. Definition of terms
C. Explanation of events

II. Objectives
A. Develop strength, endurance, and speed
B. Develop a desire for individual accomplishment

III. Fundamentals
A. Starting
B. Sprinting
C. Endurance running
D. Field events

IV. Teaching procedures
A. Methods of starting
B. Styles of running
1. Sprints
2. Distances
C. Pacing techniques
D. Importance of form in the field events

V. Progression

Grade 7	Grade 8	Grade 9
Fifty-yard dash	Running broad jump	220-yard dash
100-yard dash	Low hurdles (110)	Half-mile
Standing broad jump	Shot put (8 lb.)	Mile
High jump	440	Discus
		High hurdles

VI. Evaluation
A. Practical achievement
B. Form

VOLLEYBALL

I. Introduction
A. History
B. Rules
C. Explanation of regulations

II. Objectives
A. Develop skills and knowledge necessary to play the game
B. Develop team spirit
C. Provide a recreational activity for adult life

III. Fundamentals
    A. Setting up
    B. Serving
    C. Passing
    D. Spiking

IV. Teaching procedures
    A. Striking ball with fingers
    B. Passing drills emphasizing height
    C. Playing territories
    D. Offensive strategy
    E. Defensive strategy

V. Progression

Grade 7	Grade 8	Grade 9
Review lead games	Skill drills	Spiking
Newcomb	Passing	Defense
Bombardment	Receiving	Offense
Use low net	Mass play	League play
Set-ups	Scoring	
Serving		

VI. Evaluation
    A. Achievement tests
    B. League play

WRESTLING

I. Introduction
    A. History
    B. Rules and terminology
    C. Safety and spotting procedures
    D. Proper handling of mats

II. Objectives
    A. Create a desire for competition
    B. Develop essential safety skills, a basic knowledge of rules, and skills necessary to participate

III. Fundamentals
    A. Take-downs
    B. Rides
    C. Escapes
    D. Reversals
    E. Pinning combinations
    F. Illegal holds

IV. Teaching procedures
  A. Weight classes
  B. One-on-one
    1. Explanation
    2. Demonstration
    3. Participation
  C. Teaching aids
    1. Film strips
    2. Varsity demonstrations
  D. Scoring and officiating

V. Progression

Grade 7	Grade 8	Grade 9
Fundamentals	Review fundamentals	Review fundamentals
Two 1-minute periods	Additional moves	Match and meet strategy
Interclass competition	Two $1\frac{1}{2}$-minute periods	Full scale matches
	Interclass competition	Officiating
		Interclass and interscholastic competition

VI. Evaluation
  A. Skill tests
  B. Written tests

COMBATIVES

I. Introduction
  A. Short history
  B. Selection of skills to meet the needs of the group
  C. Competition

II. Objectives
  A. Develop skill, grace, and efficiency of movement
  B. Create and develop a wholesome competitive spirit
  C. Create a knowledge of the strategy and techniques of combatives

III. Fundamentals
  A. Different stance for each contest
  B. Execution of contests

IV. Teaching procedures
  A. Match opponents by size
  B. Dangers of overstraining through improper positions

V. Progression

Grade 7	Grade 8	Grade 9
Cats-on-the-fence	Leg wrestle	Body lift
Squat tug	Drag-out-of-the-gap	Hog tying
Kangaroo fight	Lock knee struggle	Hanker fight
Double hand wrestle	Bull fight	Badger fight
Rope tug	Back-to-back pull-away	Chinese tug

VI. Evaluation
- A. Practical testing
- B. Combined achievements

RHYTHMS - DANCE

I. Introduction
- A. Rules of etiquette
- B. Dance and rhythm terms
- C. Classroom dance procedures and basic formations

II. Objectives
- A. Promote organic health and coordination
- B. Develop positive social habits with the opposite sex
- C. Increase awareness of rhythm and timing
- D. Cultivate activities that can be used in adult life

III. Fundamentals
- A. Rhythms and dance
    - 1. Marching
    - 2. Folk dance (basic movements)
    - 3. Square dance (basic movements)
    - 4. Social dance
        - a. Polka step
        - b. Schottische step
        - c. Waltz
        - d. Two step
        - e. Cha cha step
        - f. Fox trot
- B. Basic dance positions
    - 1. Skater's position
    - 2. Promenade position
    - 3. Open ballroom position
    - 4. Closed ballroom position

IV. Teaching procedures
- A. Group lines up in single or double circles or lines
    - 1. Explanation
    - 2. Demonstration
    - 3. Participation
    - 4. Individual help

B. Teaching aids
   1. Movies
   2. Bulletin boards

V. Progression

Grade 7	Grade 8	Grade 9
Marching	Review grade 7	Social dance
Folk dance	Homogeneous groups	Exercises to rhythm
Square dance		Heterogeneous groups
Exercises to rhythms		
Heterogeneous or homogeneous groups		

VI. Evaluation
   A. Practical tests
   B. Written tests

WEIGHT LIFTING

I. Introduction
   A. Discuss history
   B. Use in modern athletic conditioning
   C. Value of correct weight lifting in total physical fitness

II. Objectives
   A. Develop overall body conditioning
   B. Maintain a desirable level of fitness
   C. Use in corrective therapy

III. Fundamentals
   A. Devise a program for student needs
   B. Keep records
   C. Select proper weights
   D. Maintain correct form

IV. Teaching procedures
   A. Two-arm curl
   B. Stiff leg dead lift
   C. Supine press
   D. Three-quarter knee bend
   E. Rowing motion
   F. Wrist flexion and extension

V. Progression (Each student must progress according to his own capabilities)

VI. Evaluation
  A. Check progress on weight training card
  B. Check strength increase on available testing equipment
  C. Check increase in muscle size

"Health and good humor are to the human body like sunshine to vegetation."

—— Massillon

HEALTH AND PHYSICAL EDUCATION PROGRAM

GIRLS

(Grades 7-8-9)

GIRLS' PROGRAM

GRADES 7-8-9

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*For some activities instructors will use the same teaching guides for both girls and boys; therefore, we refer you to the same page or pages.

PHYSICAL EDUCATION ACTIVITIES

GIRLS

7th Grade	wks	8th Grade	wks	9th Grade	wks
Fall					
Orientation	1	Orientation	1	Orientation	1
Swimming	6	Swimming	6		
				Volleyball	2
Soccer	1	Soccer	1	Soccer	2
				Speed ball	2
				Basketball	2
Games and relays	½	Games and relays	½	Games and relays	½
Fitness testing	1	Fitness testing	1	Fitness testing	1
Rainy day activity	½			Rainy day activity	½
Winter					
Basketball	2	Basketball	3		
Volleyball	2	Volleyball	3		
Apparatus Tumbling	2	Apparatus Tumbling	6	Tumbling	
Dance	6			Dance	6
		Swimming	6	Swimming	6
Combatives		Combatives		Combatives	
Badminton		Badminton			
Health	6			Health	6
*Bowling		*Bowling		*Bowling	
*Skating		*Skating		*Skating	
*Skiing		*Skiing		*Skiing	
Mass calesthenics (daily)		Mass calesthenics(daily)		Mass calesthenics (daily)	
Spring					
				Apparatus	2
		Badminton	2	Badminton	2
Softball	1	Softball	3	Softball	2
Track	1	Track	3	Track	2
				*Tennis	
				*Golf	
Swimming	6				
Fitness testing	1	Fitness testing	1	Fitness testing	1

* Intramurals

PHYSICAL FITNESS TESTS

- I. Introduction
  - A. History
  - B. Rules
  - C. Explanation
    - 1. A product of habit
    - 2. Stimulate desire to possess

- II. Objectives
  - A. Increase strength, efficiency, endurance and beauty
  - B. Maintain emotional and spiritual balance

- III. Fundamentals
  - A. Increase cardiovascular action
  - B. Activities require more than 50% of total strength capacity
  - C. Improve organic efficiency
  - D. Achieve in proportion to levels of strength, power and endurance

- IV. Teaching procedures
  - A. For the developed pupil
  - B. For the underdeveloped pupil

- V. Progression

Grade 7	Grade 8	Grade 9
Modified pull-ups	Review grade 7	Review grade 8
Modified push-ups	Expect greater speed and coordination	Jump reach
Sit-ups		Ball throw for distance
Shuttle run		Increase in intensity, frequency, and distance
Standing broad jump		
Squat jump		

- VI. Evaluation
  - A. Tested at beginning and close of school
  - B. Underdeveloped pupil tested every six weeks until she passes

APPARATUS (Teaching Guide)

BALANCE BEAM

- I. Introduction
  - A. History
  - B. Safety rules
  - C. Explanation
    - 1. Selection of skills to meet the needs of the group
    - 2. Practical demonstrations

II. Objectives
  - A. Balance
  - B. Gracefulness
  - C. Coordination
  - D. Rhythm

III. Fundamentals
  - A. Walking
  - B. Kneeling
  - C. Forward
  - D. Backward

IV. Teaching procedures
  - A. Contests
  - B. Visual aids

V. Progression

Grade 7
- Walk forward
- Walk backward
- Walk center, turn, return
- Walk to center, turn, walk remaining distance sideward
- Walk forward with left foot always in front of right
- Walk with hands on hips

Grade 8
- Review grade 7
- Walk, bend, pick up eraser, continue
- Walk, kneel, rise, continue
- Walk balancing object on head
- Step over wand
- Pass under wand

Grade 9
- Review grade 8
- Walk, arms outstretched, balance object on back of hands
- Walk to middle, kneel on one knee, straighten other leg until heel is on beam, rise

VI. Evaluation
  - A. Observation
  - B. Practical tests

HORIZONTAL BAR

I. Introduction
  - A. History
  - B. Inspection of equipment
  - C. Safety precautions

II. Objectives
  - A. Develop strength in upper body (arm, shoulder, chest, back, finger, and hand muscles)
  - B. Develop a sense of confidence and courage

III. Fundamentals
  A. Grips
    1. Regular or front
    2. Reverse or back
    3. Alternate
  B. Execution
  C. Dismount
  D. Strength

IV. Teaching procedures
  A. Demonstrations
  B. Visual aids

V. Progression

Grade 7
Bar at shoulder height
Straight arm hang
Front rest and roll
Double knee hang
Chin-ups or bent arm hang and hold

Grade 8
Review grade 7
One-knee hang
Bird's nest
Skin-the-cat
Muscle-up

Grade 9
Bar arm reach height
Review grades 7 and 8
Single knee swing-up
Single knee circle forward
Hip circle
Muscle-up

VI. Evaluation
  A. Skill chart
  B. Improvement

ROPE CLIMBING

I. Introduction
  A. Safety precautions
  B. Explanation

II. Objectives
  A. Build arm, shoulder, and chest muscles
  B. Develop courage and eliminate fear of height
  C. Develop confidence in personal strength

III. Fundamentals
  A. Climbing position of arms and legs
  B. Ascending techniques
  C. Descending techniques

IV. Teaching procedures
  A. Demonstrations
  B. Warm-ups to strengthen muscles to be used
    1. Push-ups
    2. Rope climbing
    3. Chin-ups
    4. Seal walk

V. Progression

Grade 7	Grade 8	Grade 9
Rope chins	Review grade 7	Review grades 7 and 8
Swing-and-drop	Bent arm and hang swing	Inverted hang
Climbing cross-legged	Between feet descend	Swing over bar or pole
Hand-over-hand pull from sitting position	Climbing	Climb to top

VI. Evaluation
  A. Observation of climbing skills
  B. Improvement

ROPE JUMPING

I. Introduction
  A. History
  B. Rules
  C. Explanation

II. Objectives
  A. Release pent-up muscular energy
  B. Develop agility, motor coordination, rhythm, balance
  C. Provide enjoyment

III. Fundamentals
  A. Form
  B. Leg movements
  C. Jump
  D. Skill

IV. Teaching procedures
  A. Drills
  B. Contests

V. Progression

Grade 7	Grade 8	Grade 9
Jump	Review grade 7	Review grade 8
Land on balls of feet	Leg movements	Double jump
Knees bent	Consecutive spreads	Criss-cross
Arms close to sides	Leg flings	
Alternate spreads	Side and forward jump	

VI. Evaluation
  A. Skill tests
  B. Endurance

STUNTS, TUMBLING, AND PYRAMIDS

- I. Introduction
  - A. History
  - B. Safety rules
  - C. Explanation

- II. Objectives
  - A. Develop timing and coordination in performing stunts
  - B. Develop courage and determination to perform and master stunts
  - C. Provide opportunity for self-satisfaction

- III. Fundamentals
  - A. Stunts
  - B. Tumbling
  - C. Pyramids
  - D. Within group -- work from simple to hard

- IV. Teaching procedures
  - A. Warm-ups that coincide with activities for the day
  - B. Demonstrations
  - C. Vary degree of skill within one class period
  - D. Work in squads or groups on separate mats

- V. Progression

Grade 7	Grade 8	Grade 9
Review of elementary tumbling Variations of forward and backward roll Head balance Begin couple balances Pyramids 1. Single stunts and positions 2. Two- to five-member units 3. Squash Stunts 1. Human ball 2. Cross-leg sit 3. Twister Walks 1. Crab 2. Elephant Assist on all spotting	Review grades 2-8 Begin dive Head balance variations Couple balances Cartwheel progression Bridges or arches Pyramids (three- to eight-member units Stunts 1. Egg sit 2. Tip-up Walks 1. Seal 2. Duck	Review grades 7 and 8 Introduce diving Back bend Beginning handstand Round-off Introductory and advanced balance stunts Pyramids 1. Moving units within 2. Use of some apparatus 3. Create own pyramids Stunts 1. Knee dip 2. Jump over hands Walks 1. Inchworm 2. Camel

- VI. Evaluation
  - A. Practical (Skill chart)
  - B. Achievement
  - C. Observation

SPORTS

GOLF

I. Introduction
  A. History
  B. Rules
  C. Explanation

II. Objectives
  A. Skill and accuracy
  B. Played by both sexes and all ages
  C. Good fellowship
  D. Exercise out of doors

III. Fundamentals
  A. Grip
  B. Stance
  C. Pivot
  D. Swing
  E. Wrist action
  F. Putting
  G. Iron and wood shots
  H. Slice and hook

IV. Teaching procedures
  A. Drills
  B. Course play

V. Progression

Beginners

Grip
Stance
Pivot
Swing
Wrist action
Follow-through
Putting
Iron and wood shots

Advanced

General review
Sand-trap play
Slice and hook
Advanced rules
Handicap procedure

VI. Evaluation
  A. Written test
  B. Objective skills test
  C. Observation

SOCCER

I. Introduction
  A. History
  B. Safety rules
  C. Explanation

II. Objectives
  A. Develop body and ball control
  B. Provide a recreational sport for varying ages

III. Fundamentals
    A. Dribbling
    B. Kicking
    C. Trapping
    D. Blocking

IV. Teaching procedures
    A. Drills
    B. Game contests

V. Progression

Grade 7	Grade 8	Grade 9
Dribbling	Review grade 7	Review grade 8
Body blocking	Place kick punt	Game strategy
Passing	Tackling	Officiating
Trapping	Techniques of various positions	
Kicking	Punting	

VI. Rainy day materials
    A. Movies and film strips
    B. Inside novelty games
    C. Rules
    D. Practice techniques
    E. Game strategy

VII. Evaluation
    A. Paper test
    B. Skill tests

SOFTBALL

I. Introduction
    A. History
    B. Rules
    C. Explanation
        1. Basic softball terminology
        2. Mimeographed sheet with basic rules and terminology

II. Objectives
    A. Develop skills necessary to play softball
    B. Develop the ability to think and act quickly

III. Fundamentals
    A. Throwing (underhand and overhand)
    B. Catching
    C. Running bases
    D. Batting
    E. Fielding

IV. Teaching procedures (drills)
   A. Throwing
   B. Catching
   C. Batting
   D. Fielding
   E. Running

V. Progression

Grade 7	Grade 8	Grade 9
Review lead-up games Throwing underhand overhand Batting Pitching Running	Review grade 7 Basic rules Fielding flies and grounders Backing up players Continuation of perfecting basic skills	Review grades 7 and 8 Continuation of perfecting basic skills Basic strategy of game Official softball rules Bunting (beginning)

VI. Evaluation
   A. Skill test in basic fundamentals
   B. Written test
   C. Observation in game situations

TENNIS

I. Introduction
   A. History
   B. Rules
   C. Strategy

II. Objectives
   A. Develop skills and knowledge necessary to play tennis
   B. Provide an opportunity for individual sport participation
   C. Provide a recreational activity that may be used in adult life

III. Fundamentals
   A. Correct grip
   B. Football
      1. Forehand
      2. Backhand
      3. Service
   C. Techniques of the service
   D. Position of play on courts
      1. Net play
      2. Back court play

IV. Teaching procedures (drills)
   - A. Volley
   - B. Forehand
   - C. Backhand
   - D. Serving
   - E. Returning service

V. Progression

Grade 7	Grade 8	Grade 9
Grip	Service	Review grades 7 and 8
Forehand	Review grade 7	League play
Backhand	Strategy	Tournament play
Basic footwork	Game situations	
Volleying		

VI. Evaluation
   - A. Achievement tests
   - B. Game situation play
   - C. Tournaments

VOLLEYBALL

I. Introduction
   - A. History
   - B. Rules
   - C. Terminology

II. Objectives
   - A. Develop skills necessary to play volleyball
   - B. Develop a better sense of judgment and coordination

III. Fundamental skills
   - A. Volleying
   - B. Passing
   - C. Serving

IV. Teaching procedures (drills)
   - A. Volley
      - 1. Circle
      - 2. Line
   - B. Passing
   - C. Serving

V. Progression

Grade 7

- Review lead-up games
  1. Newcomb
  2. Keep-it-up
- Modified rules
- Assist on serve
- Lower net
- Shorter court
- Underhand serve
- Underhand and overhand volley
- Rotation rules

Grade 8

- Review grade 7
- Raise net
- Lengthen court
- Stress getting off the floor
- Passing
- Knowledge of basic official rules and terminology

Grade 9

- Review grades 7 and 8
- Net regulation height
- Court regulation length
- Official rules
- Basic officiating techniques
- Continuation of the development of basic skills
- Co-educational tournament

VI. Evaluation

A. Practical skill tests (serving and wall tests)

B. Observation in game situations

"Health and cheerfulness
mutually beget each other."

--- Addison

HEALTH AND SAFETY

PURPOSE

To provide a basic program of health instruction which develops knowledge, attitudes and skills which are important in the life of the adolescent.

To prepare students for adulthood.

ORGANIZATION

Block plan - three days a week for six weeks' sequence - as teacher desires.

Problem solving areas - to meet the class needs.

CONTENT

I. Personal appearance and grooming
   A. Posture
   B. Care of the skin, hair, nails, and feet
   C. Care of the eyes and ears
   D. Relationship of diet and appearance
   E. Importance of cleanliness and selection of clothing
   F. Skeletal and muscular system

II. Personality and mental health
   A. Understand self and changes that affect the process of growing up
   B. Learn to control emotions
   C. Values of wholesome boy-girl relationships
   D. Values and standards compare with other societies
   E. Understand maturity and its responsibilities
   F. Understand mental disorders

III. Systems that function within the body
   A. Develop knowledge and understanding of the process of coordination
   B. Stress the work of these systems
      1. Endocrine
      2. Circulatory
      3. Waste
      4. Respiratory
      5. Nervous
      6. Muscular
      7. Skeletal
   C. Understand values of physical fitness and its contributions to maintaining a sound body

- D. Realize importance of diet in maintaining top efficiency of the organs
- E. Learn how damage or disease of one organ may lead to deterioration of others

IV. Prevention and control of diseases
- A. Know and understand methods of protection
  1. Vaccination
  2. Immunization
  3. Antibodies
  4. Antibiotics
  5. Others
- B. Know the different disease-causing organisms
- C. Understand sanitation methods to help control spread of disease
- D. Know symptoms, treatment, prevention and cures of major diseases
  1. Cancer
  2. Heart disorders
  3. Polio
  4. Tuberculosis
  5. Others
- E. Know and understand childhood diseases
  1. Kinds
     - a. Measles
     - b. Mumps
     - c. Chickenpox
  2. Effects on body
  3. Precautions
- F. Develop an understanding of causes and results of common ailments
  1. Common cold
  2. Influenza
  3. Others
- G. Understand importance of trained medical advice and help as compared to home remedies and self-medication

V. Alcohol, tobacco, and habit-forming drugs
- A. Know effects of tobacco on the body
  1. Lung cancer
  2. Heart disorders associated with smokers
- B. Learn disadvantages of smoking
  1. Cost
  2. Health
  3. Social status
- C. Know the effect of alcohol
  1. Dangers of social drinking
  2. Reasons for development of alcoholism
  3. Diseases associated with alcoholism
  4. Cost
- D. Know the effects of narcotics
  1. How persons become addicts
  2. Results of addiction

E. Learn to cope with problems

VI. Human growth and reproduction
   A. Learn to understand changes of body from childhood to adulthood
   B. Recognize secondary sex characteristics and cause
   C. Know processes involved in fertilization
   D. Understand functions of the male and female reproductive organs
   E. Understand menstrual cycle and its purpose

VII. Dental hygiene
   A. Importance of healthy teeth
      1. Appearance
      2. Speech
      3. Enjoyment of living
   B. Importance of prevention and control of decay
      1. Own responsibility
      2. Save money, time and discomfort
      3. Dental hygienist can impart knowledge of
         a. Common and dangerous disorders
         b. Care of maloclusion
         c. Use of braces
         d. Importance of caring for baby teeth
         e. Importance of regular daily care

VIII. Health services and protection
   A. Discuss importance of family doctor
   B. Learn methods of community sanitation available
      1. Private
      2. Public
   C. Discuss available school health services
   D. Appreciate intelligent use of drugs and dangers of self-medication
   E. Know the importance of national pure food and drug laws
   F. Discuss miracle drugs and steps that led to discovery and production

IX. First aid and safety
   A. Discuss accident prevention
   B. Know how to care for
      1. Minor injuries
      2. Broken bones
      3. Movement of injured
      4. Shock
      5. Suspected poisoning
   C. Learn steps to be taken when coming upon a serious accident
   D. Learn process of mouth-to-mouth resusitation

HEALTH SCREENING ACTIVITIES IN CONNECTION WITH HEALTH AND PHYSICAL EDUCATION CLASSROOM TEACHING

I. Vision
   - A. Screening grades 7, 8, 9
   - B. Eye tests - beginning of each year
   - C. Follow-up by school nurse

II. Hearing
   - A. Screening by school nurse
   - B. Follow-up by conferences arranged through principal's office

III. Dental conferences and inspections planned with hygienist at request of teacher

IV. Routine health examination
   - A. Upon entrance
     1. Includes all 7th graders
     2. All newcomers
   - B. All boys entering interscholastic competition (W.I.A.A. exam)

"Look to good health; and if you have it, praise God, and value it next to a good conscience."

--- Isaak Walton

HEALTH AND PHYSICAL EDUCATION PROGRAM

BOYS

(Grades 10-11-12)

BOYS' PROGRAM

GRADES 10-11-12

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*For some activities instructors will use the same teaching guides for both girls and boys; therefore, we refer you to the same page or pages.

PHYSICAL EDUCATION ACTIVITIES

BOYS

10th Grade	wks	11th Grade	wks	12th Grade	wks
Fall					
Organization	1	Organization	1	Organization	1
Flag football	6	Flag football	6	Flag football	6
Rainy day skills		Rainy day skills		Rainy day skills	
Fitness tests	1	Fitness tests	1	Fitness tests	1
Soccer	E	Soccer	E	Tennis - soccer	E
Games and relays	1	Games and relays	1	Games and relays	1
Cage ball-outdoors	E	Cage ball-outdoors	E	Cage ball-outdoors	E
Winter					
Apparatus	5	Apparatus	5	Apparatus	5
Tumbling	3	Tumbling	3	Tumbling	3
Basketball	5	Basketball	5	Basketball	5
Volleyball	3	Volleyball	3	Volleyball	3
Wrestling	4	Wrestling	4	Wrestling	4
Badminton	3	Badminton	3	Badminton	3
Mass calesthenics (daily)		Mass Calesthenics(daily)		Mass calesthenics(daily)	
Weight lifting	4	Weight lifting	4	Weight lifting	4
*Dance		*Dance		*Dance	
Fitness testing	1	Fitness testing	1	Fitness testing	1
Games (hockey) (polo)	3	Games (hockey) (polo)	3	Games (hockey) (polo)	3
*Skating		*Skating		*Skating	
*Curling		*Curling		*Curling	
*Skiing		*Skiing		*Skiing	
*Bowling		*Bowling		*Bowling	
Spring					
Touch football	4	Touch football	4	Touch football	4
Softball	5	Softball	5	Softball	5
Track	2	Track	2	Track	2
Tennis - golf	3	Tennis - golf	3	Tennis	3
				Golf	3
*Archery		*Archery		*Archery	
Fitness tests	1	Fitness tests	1	Fitness tests	1

* Intramural and recreational

E Elective

CALESTHENICS

- I. Introduction
  - A. History
  - B. Types of action

- II. Objectives
  - A. Develop and improve agility, flexibility, balance, relaxation, and body movements
  - B. Improve posture and body mechanics
  - C. Rehabilitate muscle groups
  - D. Develop strength and endurance

- III. Fundamentals
  - A. Stretching
  - B. Thrusting
  - C. Power
  - D. Timing

- IV. Teaching procedures
  - A. Windmill
    - 1. Toe touch
    - 2. Side bender
    - 3. Arm circle
    - 4. Trunk twister
    - 5. Deep knee bends
  - B. Jumping jack
    - 1. Stationary run
    - 2. Rope jumping
    - 3. Squat thrusts
    - 4. Knee crab
    - 5. Back leg thrusts
  - C. Push-ups
    - 1. Sit-ups
    - 2. Leg lifts
    - 3. Burpees
  - D. Combinations

- V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	Review grade 10	General review
Limited number	Increased number	Maximum number
Beginning tests	Accelerate tests	Final testing combination
Cadence exercise	Rhythm exercise	

- VI. Evaluation
  - A. Testing
  - B. Observation

PHYSICAL FITNESS TESTS

I. Introduction
  A. History
  B. Rules and regulations
  C. Visual aids (charts, records)

II. Objectives
  A. Determine fitness of pupils
  B. Motivate pupils toward higher level of physical health
  C. Provide means of measuring physical condition

III. Fundamentals
  A. Running
  B. Pushing
  C. Jumping
  D. Pulling
  E. Coordination

IV. Teaching procedures
  A. Instructor supervises each pupil's test
  B. Self-testing
  C. Proper techniques involving fundamentals demonstrated
  D. Each event scored upon completion
  E. Actual test

V. Progression

Grade 10	Grade 11	Grade 12
Review 9th grade tests	Review test scores	Review test scores
Basic fundamentals	Standard tests	Advanced tests
Adaptive program	Classification tests	HPER tests

VI. Evaluation
  A. HPER fitness tests
  B. Achievement testing
    1. A - 235 to 250 points - excellent
    2. B - 200 to 234 points - good
    3. C - 160 to 190 points - fair
    4. D - 100 to 159 points - poor
    5. E - 99 and below - failure
  C. Comparison with previous scores

APPARATUS (Basic Skills)

I. Balance beam
  A. Review all junior high work (7-9)
  B. Combinations
  C. Handstand
  D. Headstand
  F. Skip-change step
  G. Knee bends

II. Buck
  A. Review
  B. Leap frog delights
  C. Vaults with take-off board
  D. Sheep's vault
  E. Head spring
  F. Rear vaults

III. Horizontal bar
  A. Review
  B. Crotch circle
  C. Knee hang dismount
  D. Underswing dismount
  E. Belly grind
  F. Outward circle
  G. Uprise

IV. Horse
  A. Review
  B. Thief vault
  C. Straddle vault
  D. Right and left cut-offs
  E. Single leg circles travel
  F. Double leg circle

V. Ladder
  A. Review
  B. Travels - forward and backward
  C. Skin-the-cat
  D. Foot and hand travel

VI. Parallel bars (regulation)
  A. Review all junior high skills
  B. Hip circle
  C. Shoulder stand
  D. Forward roll
  E. Single leg cut-off
  F. Swing from upper arm to uprise
  G. Mount, scissors, dismount
  H. Kip

VII. Parallel bars (floor)
  A. Review
  B. Handstands
  C. Handwalks
  D. Balance and walks

VIII. Rings (flying)
  A. Review
  B. Swing with front and rear dismount
  C. Straight arm support
  D. Forward uprise
  E. Shoulder circle forward to inverted hang
  F. Kips
  G. Dislocates

IX. Rings (traveling)
  A. Review
  B. Travel back and forth
  C. Single travels
  D. Skipping rings

X. Ropes and poles
  A. Review
  B. Climb with feet
  C. Climb without feet
  D. Bird's nest swinging
  E. Rope stand

XI. Trampoline
  A. Review all fundamentals
  B. All combinations
  C. Knee drop - front flip
  D. Twists
  E. Forward somersaults
  F. Backward somersaults
  G. Cradle
  G. Double somersaults

APPARATUS (Teaching Guide)

HORIZONTAL BAR

I. Introduction
- A. History
- B. Rules and regulations on safety
- C. Visual aids

II. Objectives
- A. Improve balance and coordination
- B. Build confidence and overcome fear
- C. Maintain physical fitness

III. Fundamentals
- A. Mounts
- B. Circles
- C. Hangs
- D. Dismounts
- E. Combination stunts

IV. Teaching procedures
- A. Informative discussions
- B. Demonstrations
- C. Spotting
- D. Visual aids of techniques

V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	Review fundamentals	General review
Simple hangs	Swing uprise	Advanced swings
Hip circle	Swing to kip-up	Combinations
Simple swings	Circle bar	Advanced stunts

VI. Evaluation
- A. Skill tests
- B. Observation
- C. Difficult skills

HORSE

I. Introduction
- A. History
- B. Visual aids
- C. Selection of skills

II. Objectives
- A. Develop strength, agility, flexibility, and balance
- B. Promote confidence

III. Fundamentals
- A. Positions
- B. Grips
- C. Vaults
- D. Rests
- E. Combination movements

IV. Teaching procedures
A. Instructor demonstrations
B. Position of spotters for safety
C. Movements

V. Progression

Grade 10	Grade 11	Grade 12
Review fundamentals	Review techniques	General review
Simple rests	Seats	Combinations
Grasps	Supports	Vaults
Mounts	Rolls	Springs
Vaults	Circles	Advanced stunts

VI. Evaluation
A. Simple tests
B. Observation
C. Achievements
D. Difficulty

PARALLEL BARS

I. Introduction
A. History
B. Safety
C. Selected skills

II. Objectives
A. Develop coordination and balance
B. Improve physical fitness
C. Learn progressive skills

III. Fundamentals
A. Grips
B. Approaches
C. Execution of skills
D. Mounts and dismounts

IV. Teaching procedures
A. Skill drills
B. Combination stunts
C. Safety skills and use of spotters
D. Instructor demonstrations

V. Progression

Grade 10	Grade 11	Grade 12
Review all mounts	General review	Review skills
Shoulder stand	Shoulder rolls	Shoulder combinations
Uprise	Kip	Uprise and kip combinations
Scissors	Combinations	Handstands
Travels	Swinging	Difficult stunts

VI. Evaluation
A. Instructor's test
B. Combination achievement stunts
C. Observation

ROPE CLIMBING

I. Introduction
A. History
B. Demonstration
C. Visual aids
D. Safety rules

II. Objectives
A. General physical condition
B. Develop skills of climbing

III. Fundamentals
A. Use of legs
B. Grip and release
C. Climb and descend
D. Use of arm and leg combination

IV. Teaching procedures
A. Demonstrations
B. Visual aids
C. Safety precautions

V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	General review	Review
Climb with legs	Climb with hands	Combinations
Inverted hang	Chinning	Difficult stunts
Speed tests	Double rope climb	Bird's nest

VI. Evaluation
A. Practical tests
B. Accomplishments
C. Observation

TRAVELING RINGS

I. Introduction
  A. History
  B. Safety precautions

II. Objectives
  A. Develop strength of upper arms and chest
  B. Acquire sense of rhythm and coordination

III. Fundamentals
  A. Mounting
  B. Dismounts
  C. Swinging
  D. Pumping

IV. Teaching procedures
  A. Warm-up activities
  B. Fundamental skills
  C. Safety methods and spotters
  D. Demonstrations

V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	General review	Review
Mounts and dismounts	Stunt mounts	Turning stunts
Single hand travels	Double hand travel	Combinations

VI. Evaluation
  A. Observation
  B. Simple skill tests
  C. Achievements

TRAMPOLINE

I. Introduction
  A. History
  B. Visual aids

II. Objectives
  A. Develop coordination and balance
  B. Create a sense of control in non-gravitational condition

III. Fundamentals
  A. Approach and dismounts
  B. Bounce drills
  C. Execution drills
  D. Safety drills

IV. Teaching procedures
  A. Methods of execution
  B. Progressive order of stunts
  C. Drills in fundamentals
  D. Safety instruction on and off trampoline

V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	Review skills	General review
Bouncing	Bouncing combinations	Flips and turns
Seat drop	Drops and twists	Advanced stunts
Knee drop	Front flip	
Belly drop	Back flip	
Shoulder drop		

VI. Evaluation
  A. Observation
  B. Practice skill test

SPORTS

BADMINTON

I. Introduction
  A. Rules
  B. Explanation

II. Objectives
  A. Develop skills necessary to play the game
  B. Provide recreational activity
  C. Develop agility and reactions

III. Fundamentals
  A. Grip
  B. Strokes
    1. Forehand
    2. Backhand
    3. Smash
  C. Serving
  D. Strategy

IV. Teaching procedures
  A. Fundamentals drills
  B. Placement of shots
  C. Importance of footwork
  D. Game strategy

V. Progression

Grade 10	Grade 11	Grade 12
Grip	Review grade 10	Review grade 11
Strokes	Singles competition	Doubles competition
Serving	League play	League play
Strategy		Tournaments
Game situations		

VI. Evaluation
  A. Skill tests
  B. Competition
  C. Tournaments

BASKETBALL

I. Introduction
  A. History
  B. Rules and knowledge
  C. Selection of skills

II. Objectives
  A. Develop alertness, agility, coordination
  B. Acquire skill to play the game

III. Fundamentals
  A. Catching
  B. Passing
    1. Chest pass
    2. One-handed pass
    3. Hook pass
    4. Bounce pass
  C. Shooting
    1. Two-handed
    2. Free throw
    3. One-handed jump
    4. Hook
    5. Lay-up
  D. Dribbling
  E. Team offense
  F. Team defense

IV. Teaching procedures
  A. Drills
  B. Fundamental skills in progression
  C. Playing the game

V. Progression

Grade 10	Grade 11	Grade 12
Review grade 9	Review fundamentals	Review
Baseball pass	Pass drills	Pass offense
Jump shots	Left-hand shot	Team defense
Rebounding drills	Footwork defense	Play the game

VI. Evaluation
  A. Skill tests
  B. Observation

CAGEBALL OR PUSHBALL

I. Introduction
  A. Rules
    1. Players number from 10 to 50
    2. Game starts with 5 men from each team in a face off
    3. Ball is pushed or passed toward opponent's goal
    4. Ball can remain on the ground only one minute before face off
    5. Out of bounds requires a face off
  B. Scoring
  C. Discussion and demonstration of skills

II. Objectives
  A. Develop a knowledge of rules and general game procedures
  B. Develop organic vigor and endurance
  C. Provide an outlet for desire for contact and rugged activity

III. Fundamentals
  A. Passing the ball over head
  B. Tipping ball to teammate
  C. Carrying the ball
  D. Blocking the attempt to advance

IV. Teaching procedures
  A. Fundamental drills
  B. Lead-up drills
  C. Game demonstrations

V. Progression (various parts of the activity do not vary from one grade level to another)

VI. Evaluation
  A. Good play activity for unskilled boy
  B. Outcome of scheduled games

FLAG TOUCH FOOTBALL

- I. Introduction
  - A. History
  - B. Rules and terminology
  - C. Visual aids

- II. Objectives
  - A. Develop safety skills for self-protection
  - B. Develop team play and the opportunity to lead
  - C. Provide an outlet for the desire for rugged contact

- III. Fundamentals
  - A. Ball-handling drills
    - 1. Grasping
    - 2. Forward passing
    - 3. Receiving
    - 4. Carrying
  - B. Stance
    - 1. Three point
    - 2. Four point
    - 3. Upright
  - C. Line blocking
    - 1. Shoulder
    - 2. Cross body
    - 3. Spearing
  - D. Backfield
    - 1. Change of pace
    - 2. Dodging
    - 3. Punting
    - 4. Stiff arm

- IV. Teaching procedures
  - A. Drills
  - B. Game situations
  - C. Games

- V. Progression

Grade 10	Grade 11	Grade 12
Review fundamentals	General review	Review
Lead-up skills	Lead-up games	Games
Team play	Team offense	Team defense

- VI. Evaluation
  - A. Simple achievement skill tests
  - B. Accuracy skills
  - C. Observation

GOLF

I. Introduction
   A. History
   B. Rules
   C. Explanation

II. Objectives
   A. Develop necessary skills to play the game
   B. Provide a recreational activity

III. Fundamentals
   A. Grip
   B. Swing
   C. Stance

IV. Teaching procedures
   A. Body position during stance
   B. Position of ball in relation to the feet
   C. Club selection
   D. Etiquette
   E. The swing - complete

V. Progression
   A. Without ball
      1. Grip
      2. Backswing
      3. Forward swing
      4. Combine
   B. Start with medium irons, advance to long irons
   C. Woods
      1. Driving
      2. Fairway
   D. Mechanics of putting
   E. Mechanics of approaching and chipping

VI. Evaluation
   A. Form
   B. Game participation and scoring

INDOOR HOCKEY

I. Introduction
   A. Rules
   B. History
   C. Explanation

II. Objectives
    A. Teach the fundamentals of hockey
    B. Develop team play and cooperation
    C. Provide an opportunity for rugged contact play

III. Fundamentals
    A. Passing
    B. Dribbling
    C. Shooting
    D. Handling the puck

IV. Teaching procedures
    A. Position of players
    B. Face off (bully)
    C. Scoring
    D. Out-of-bounds play in
    E. Fouls and penalties

V. Progression

Grade 10	Grades 11 and 12
Review game procedures	Review grade 10
Review drills	Game situations
Game situations	League play
Tests	

VI. Evaluation
    A. Test on fundamentals
    B. Team play

SOFTBALL

I. Introduction
    A. History
    B. Rules and strategy
    C. Discussion on use of equipment

II. Objectives
    A. Increase eye-hand coordination
    B. Develop a knowledge of rules of the game and game strategy
    C. Develop skills necessary for good individual participation
    D. Provide an opportunity for leadership
    E. Develop enjoyment and appreciation of good team play and the game itself for carry-over into later life

III. Fundamentals
    A. Batting
    B. Throwing
    C. Pitching
    D. Catching
    E. Fielding

IV. Teaching procedures
  A. Drills
    1. Batting - correct stance, eye contact, swing, follow-through
    2. Throwing - infield and outfield
    3. Fielding - stance, approach, pick-up, throw, follow-through
    4. Pitching - proper method of delivery
  B. Team strategy - offensive and defensive
  C. Actual team games - point out errors in play and correct them
  D. Student officials - used occasionally as check on up-to-date knowledge of rules

V. Evaluation
  A. Practical test on fundamentals
  B. Written test on team strategy and general rules
  C. General observation by instructor

TRACK AND FIELD

I. Introduction
  A. History of the sport, its origin and its contributions to civilization
  B. Discuss the various facets and skills of both track and field events
  C. Explain the rules of participation

II. Objectives
  A. Develop a spirit of competition in a non-contact activity
  B. Develop knowledge and skills in this sport
  C. Aid body growth and coordination
  D. Increase incentive for self-improvement
  E. Increase competitive spirit
  F. Instill a desire to learn correct form in the various events

III. Fundamentals
  A. Sprinting
    1. Starting position
    2. Getting out of the blocks
    3. Correct action
    4. Correct sprinting form
  B. Hurdles
    1. Starting position
    2. Stride to first hurdle
    3. Stride between hurdles
    4. Form going over hurdles
    5. Sprint for finish line
  C. Distance running
    1. Start
    2. Running form
    3. Conditioning
    4. Setting a pace

- D. Broad jump
  - 1. Approach
  - 2. Take-off
  - 3. Flight
  - 4. Landing
- E. High jump
  - 1. Approach
  - 2. Take-off
  - 3. Form
    - a. Western
    - b. Eastern
    - c. Scissors
    - d. Belly roll
  - 4. Landing
- F. Shot put
  - 1. Grip
  - 2. Form of movement across circle
  - 3. Pushing the shot
  - 4. Correct follow-through
- G. Discus
  - 1. Grip
  - 2. Form of body spin
  - 3. Footwork
  - 4. Release
  - 5. Correct follow-through
- H. Pole vault
  - 1. Grip
  - 2. Approach
  - 3. Plant
  - 4. Take-off
  - 5. Swing
  - 6. Pull
  - 7. Push-off and fly-away
  - 8. Landing

IV. Drills
- A. Practice starts
- B. Practice one hurdle, then two and so on
- C. Practice pacing for distance
- D. Break field events into various components and practice each one separately, then combine them
- E. Complete full event
- F. Have an inter-class track meet
- G. Run against a clock

V. Evaluation
- A. Form
- B. Time or distance
- C. Knowledge or skill achieved

WRESTLING

I. Introduction
  A. History
  B. Objectives of American catch-as-catch-can style of wrestling
  C. Rules and regulations of the sport
  D. Various phases of the activity
  E. Emphasize correct safety moves contrary to power wrestling

II. Objectives
  A. Develop necessary wrestling skills for self-protection
  B. Develop a knowledge and appreciation of the various skills involved in the sport
  C. Develop a healthy attitude towards contact
  D. Facilitate overall body coordination
  E. Improve body conditioning

III. Terminology
  A. Break-down - removal of your opponent's support so that he is flattened on the mat
  B. Control - to have your opponent in a defensive position
  C. Counter - to stop your opponent's offensive or defensive move by a counter move
  D. Fall - absolute control, holding your opponent's shoulder to the mat for two seconds
  E. Escape - a move by a defensive wrestler by which he escapes his opponents control (1 point)
  F. Illegal holds - (possibly a 1-point penalty)
    1. One which endangers body or limb of opponent
    2. A hold which is punishing in nature
  G. Lock-up (standing referees position) - each wrestler grasps his opponent by one arm with his other hand on his opponent's neck
  H. Match - consists of three two-minute periods, the first from an on-guard position, the second and third from a referee's position, men rotating position (time limits may be altered)
  I. Near fall - having control of your opponent with both shoulders or the scapula area held in contact with the mat for less than one full second, or the free shoulder is held within one inch of the mat for two or more seconds (three points)
  J. On guard - both men on their feet with no contact being made
  K. Predicament - having control of your opponent when a near fall is imminent (2 points)
  L. Pinning combination - having your opponent's shoulders on the mat with one hold and using a second hold to keep him there
  M. Referee's position - the defensive wrestler takes a position with his hands and knees on the mat, the offensive takes position on his right or left side with one arm around his opponent's waist and his free hand grasps the defensive wrestler's near elbow
  N. Reversal - escaping your opponent's control and at the same time gaining control over him

O. Take down - to gain control of your opponent (2 points)
P. Unnecessary roughness - any intentional act that endangers life or limb or your opponent

IV. Fundamentals
   A. Offensive (control)
      1. Take downs
         a. Double leg drop
         b. Single leg drop
         c. Fireman carry
         d. Pancake
         e. Knee trip
         f. Arm drag
         g. Heel pick-up
         h. Head drag
      2. Breakdowns
         a. Near arm, far ankle
         b. Far leg
         c. Near arm lever
         d. Far arm, far ankle
         e. Far ankle, far knee
      3. Pinning combinations
         a. Half Nelson and bar arm
         b. Half Nelson and inside crotch
         c. Half Nelson and scissors
         d. West Point ride
         e. Guillotine
         f. Three-quarter Nelson
   B. Defensive
      1. Escapes
         a. Sit out
         b. Stand up
         c. Power stand up
         d. Forward roll
      2. Reversals
         a. Switch
         b. Side toll
         c. Short sit out
         d. Whizzer

V. Drills
   A. Moves by numbers
   B. Moves on the whistle
   C. Ten-second sprints
   D. King of the mat
   E. Matches

VI. Evaluation
   A. Tournament
   B. Abilities at selected moves
   C. Knowledge of sport

COMBATIVES

I. Introduction
    A. Purpose
    B. Origins
    C. Objectives

II. Objectives
    A. Strengthen specific muscle groups
    B. Develop balance and coordination
    C. Build self-confidence
    D. Instill a competitive spirit

III. Fundamentals
    A. Positioning
    B. Mechanical principles involved
    C. Body balance and reaction
    D. Match boys of equal ability

IV. Activities
    A. Hand slap
    B. Thunder clap
    C. Crane slap
    D. Open sesame
    E. Jug handle
    F. Crown lift
    G. Finger face
    H. Arm's length tag
    I. Hand tug-of-war
    J. Dragon's mouth
    K. Island fight
    L. Push and pull
    M. Hand wrestling
    N. Leg wrestling
    O. Leg grab

V. Evaluation
    A. Skill in various selected combatives
    B. Tournaments in selected combative activities
    C. Knowledge of the activities and their values

ISOMETRICS

I. Introduction
    A. Difference between isometric and isotonic strength development
    B. Proper and safe way to use isometive material
    C. Use of isometric training without the use of equipment

II. Objectives
    A. Develop static strength
    B. Develop specific muscles and groups for specific purposes
    C. Aid overall physical development
    D. Maintain a high degree of conditioning

III. Fundamentals
    A. Presses
        1. Behind head
        2. In front of head
    B. Press out and up
    C. Arm curl
    D. Rowing motion
    E. Back extension
    F. Lifts
        1. In front of knees
        2. Behind knees
    G. One-hand lifts
    H. Shoulder press
    I. Push-ups
    J. Neck pull
    K. Chest pull
    L. Bow and arrow
    M. Overhead pull
    N. Calf and balance
    O. Forearm conditioning
    P. Grip conditioning
    Q. Bowling exercise
    R. Golf exerciser

IV. Teaching procedures
    A. Use positions in which students can feel muscles developing
    B. Teach development of maximum tension which yields development in muscles
        1. Pushing against an unmovable object
        2. Pulling on an unmovable object
        3. Lifting an unmovable object

V. Progression (determined by repetitions done at various levels)

VI. Evaluation
    A. Use of equipment
    B. Strength test

HEALTH AND PHYSICAL EDUCATION PROGRAM

GIRLS

(Grades 10-11-12)

GIRLS' PROGRAM

GRADES 10-11-12

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*For some activities instructors will use the same teaching guides for both girls and boys; therefore, we refer you to the same page or pages.

PHYSICAL EDUCATION ACTIVITIES

GIRLS

10th Grade	wks	11th Grade	wks	12th Grade	wks
Fall					
Organization	1	Organization	1	Organization	1
Tennis	2	Tennis	2	Tennis	2
Rainy day skills		Rainy day skills		Rainy day skills	
Fitness tests	1	Fitness tests	1	Fitness tests	1
Soccer	4	Soccer	4	Tennis - soccer	4
Games and relays	1	Games and relays	1	Games and relays	
Winter					
Apparatus	4	Apparatus	4	Apparatus	4
Tumbling	3	Tumbling	3	Tumbling	3
Basketball	4	Basketball	4	Basketball	4
Volleyball	4	Volleyball	4	Volleyball	4
Badminton	2	Badminton	2	Badminton	2
Mass calesthenics	(daily)	Mass Calesthenics	(daily)	Mass calesthenics	(daily)
Dance	4	Dance	4	Dance	4
Fitness testing	1	Fitness testing	1	Fitness testing	1
Games (hockey) (polo)		Games (hockey) (polo)		Games (hockey) (polo)	
*Skating		*Skating		*Skating	
*Curling		*Curling		*Curling	
*Skiing		*Skiing		*Skiing	
*Bowling		*Bowling		*Bowling	
Spring					
Softball	4	Softball	4	Softball	4
Track	2	Track	2	Track	2
Tennis - golf	3	Tennis - golf	3	Tennis - golf	3
Archery	2	Archery	2	Archery	2
Fitness tests	1	Fitness tests	1	Fitness tests	1

* Intramurals, recreational, G.A.A.

CALESTHENICS

I. Introduction
   A. History
   B. Safety hints
   C. Explanation

II. Objectives
   A. Develop habit of individual daily exercises
   B. Develop understanding of body mechanics
   C. Develop attractiveness and physical beauty

III. Fundamentals
   A. Exercises for large muscle groups
      1. Trunk
      2. Abdominal
      3. Leg
      4. Shoulder
   B. Exercises for flexibility
      1. Bending, stretching, twisting
      2. Arching, circling
   C. Exercises for foot, leg strength
      1. Springing, running, rising, lowering
      2. Extension, flexion, ankle circling
   D. Exercises for relaxation
      1. Voluntary tension relaxation, roll
      2. Folding and unfolding

IV. Teaching procedures
   A. Present purpose of activity
   B. Explain body mechanics involved
   C. Insist on proper, accurate, vigorous execution
   D. Demonstration - teacher, student
   E. Provide variety

V. Progression
   A. Easy to difficult, mild to strenuous
   B. All do in same rhythm
   C. Alternate rhythm - opposite direction
   D. Students count, clap, sing rhythm
   E. Work with partners
      1. For correction and assistance
      2. Dual activities
   F. Students create own patterns
   G. Locomotion activities

VI. Evaluation
   A. Knowledge of body mechanics
   B. Ability to execute
   C. Ability to create patterns
   D. Desire to do

APPARATUS (Teaching Guide)

BALANCE BEAM

I. Objectives
  A. To develop balance
  B. To develop coordination, poise, and grace of movement
  C. To provide an opportunity for creative outlet

II. Equipment
  A. Any lines on floor
  B. Low beam
  C. Regulation beam - four feet high
  D. Mats

III. Teaching suggestions
  A. History
  B. Use pictures and charts
  C. Demonstration by instructor or skilled members
  D. Observe safety rules
  E. Do not progress until simple skills have been accomplished
  F. Begin by stressing standing posture

IV. Progression of activity
  A. Review work of previous years
  B. Introduce simple activities and execute on floor lines
    1. Walk, leg swing, turn, deep knee bends
    2. Run, skip, change step, leg and knee scales
  C. Advance to low beam
    1. Execute above activities
    2. Advance to blindfold, book on head, etc.
    3. Walking in squat position, hands on hips, etc.
    4. Introduce dual activities
      a. Clasping hands behind with partner
      b. Approaching from opposite ends, meeting, executing bends, scales, etc.
      c. Simple combat stunts
    5. Encourage creation of stunts and patterns
  D. Advance to high beam if available
    1. Review activities of low beam
    2. Use of spotters
    3. Present mounts
      a. Straight arm support mount
      b. Crotch seat mount
      c. One knee mount
      d. Squat mount
      e. Straddle mount
      f. Others, depending upon performance
    4. Dismounts

V. Evaluation
   - A. Skill tests
   - B. Patterns created by individuals or partners
   - C. Degree of perfection, skill and grace involved

FLYING RINGS

I. Introduction
   - A. History
   - B. Safety rules
     - 1. Examination of equipment and fastenings
     - 2. Remove all jewelry
     - 3. Mats properly placed, free of spaces or humps
     - 4. Spotters
   - C. Explanation of body suspension activities

II. Objectives
   - A. Develop knowledge and skill in suspension activities
   - B. Stimulate interest in individual stunts

III. Fundamentals
   - A. Approach
   - B. Basic hangs - active, passive
   - C. Extension of ankles
   - D. Proper dismount and release
   - E. Touches for swing - single and double

IV. Teaching procedures
   - A. Demonstration
   - B. Pictures, charts
   - C. Audio-visual aids

V. Progression
   - A. From simple to complicated
   - B. Approach, clasp, release, leave mat
   - C. Simple stunts, knees to chest, pull-ups
   - D. Forward and backward rolls
   - E. Inverted hang-ankle extension, arch
   - F. Introduce swing
     - 1. Active hang, flexion of hips
     - 2. Foot touch for momentum
     - 3. Swinging bird's nest
     - 4. Swinging inverted hang
     - 5. Method of coming out of swing
   - G. Extended swing
     - 1. Regular, steady touch
     - 2. Use of elbows and greater hip flexibility
     - 3. Turns at end of swing
     - 4. Swing and exercise - knees to chest, stride, etc.

H. Other stunts
   1. Stand in low rings, pump
   2. Feet in rings, hands on mats, walk
   3. Knees hooked in rings
   4. Cuts

VI. Evaluation
   A. Skill tests
   B. Performance - technique, poise involved
   C. Ability to form small patterns

HORIZONTAL BARS

I. Objectives
   A. Improve balance and coordination
   B. Develop fundamental skills on the horizontal bars
   C. Develop organic and muscular systems
   D. Learn safety procedures on the apparatus

II. Introduction to activity
   A. Terminology
   B. Selection of skills
      1. Review skills learned previously
      2. Consider age levels and body types
   C. Care of and familiarity with equipment
   D. Safety measures

III. Basic fundamentals
   A. Grip
   B. Approach
   C. Execution
   D. Dismount

IV. Activities
   A. Exercises in hang lying and leaning rest positions
   B. Bent arm hang
   C. Backward somersaults
   D. Inverted hang
   E. Swing one leg up, swing body to seat
   F. Front seat and continuous forward somersaults
   G. Swing up to double seat on bar, backward somersault
   H. From knee hang, swing to a stand on floor (with spotters)

V. Evaluation
   A. Skill tests
   B. Written tests
   C. Subjective grading

HORIZONTAL LADDER

I. Introduction
  A. History
  B. Rules
  C. Explanation

II. Objectives
  A. Learn skills on the ladder
  B. Develop self-confidence and overcome fear
  C. Develop good safety habits

III. Fundamentals
  A. Mount
  B. Grip - variations
  C. Execution
  D. Dismount

IV. Teaching procedures
  A. Care and use of equipment
  B. Selection of skills
    1. Review of previous experience
    2. Demonstrations
    3. Knowledge of terminology

V. Progression
  A. Review preliminary exercises on ladder
  B. Traveling sideward (with and without swing)
  C. Traveling forward (with and without swing)
  D. Traveling backward
  E. Rotary traveling (palms facing length of ladder)
    1. Forward without swing
    2. Forward with swing
    3. Backward

VI. Evaluation
  A. Practical tests
  B. Observation

PARALLEL BARS

I. Introduction
  A. Terminology
  B. Selection of skills
    1. Review skills learned previously
    2. Consider age levels and body types
  C. Care of and familiarity with equipment

II. Objectives
  A. Improve balance and coordination
  B. Develop organic and muscular systems
  C. Develop fundamental skills on parallel bars
  D. Learn safety procedures

III. Fundamentals
  A. Grip
  B. Approach
  C. Execution
  D. Dismount

IV. Progression
  A. Straddle seat and travel forward
  B. Inverted hand
  C. Heel support hand
  D. Riding seat
  E. Front rest (layout)
  F. Rear vault
  G. Face vault
  H. Somersaults (forward and backward with shoulder stand)

V. Evaluation
  A. Skill tests
  B. Written tests
  C. Subjective grading

ROPES

I. Objectives
  A. Improve basic physical make-up of the body as to strength, coordination, endurance and agility
  B. Learn certain skills of rope climbing
  C. Develop self-confidence and overcome fear
  D. Develop good safety habits

II. Introduction to activity
  A. Care and use of equipment
  B. Safety precautions (spotters, mats)
  C. Selection of skills
    1. Review
    2. Use of demonstrations
    3. Knowledge of terminology

III. Basic fundamentals
  A. Approach (feet and body position)
  B. Grip
  C. Climb
  D. Descent

IV. Activities
  A. Review single rope climb and preliminary exercises (skin-the-cat, nest hang, inverted hang, etc.)
  B. Oblique climbing (traveling from one rope to another)
  C. Double rope climb (one rope in each hand, both ropes between feet)
  D. Swing jumping (use of obstacles)
    1. Single rope swing jump
    2. Double rope swing jump

V. Equipment
  A. Ropes (three to four feet apart)
  B. Mats
  C. Vaulting box or some type of obstacle for wing jumping

VI. Evaluation
  A. Practical tests
  B. Observation

ROPE JUMPING

I. Introduction
  A. History
  B. Rules
  C. Explanation

II. Objectives
  A. Learn skills jumping rope
  B. Provide an opportunity for creativity

III. Fundamentals
  A. Grip
  B. Position of feet
  C. Proper use of wrists and arms
  D. Execution
  E. Landing properly

IV. Teaching procedures
  A. Inspection of equipment
  B. Selection of skills
    1. Review of previous experiences
    2. Use of demonstrations
    3. Knowledge of terminology

V. Progression
   A. Review preliminary skills
   B. Rocking skip
   C. Rebound skip with alternate rope twirl
   D. Cross rope skip
   E. Straight rope skip turning every second count
   F. Bleking cross-over skip
   G. Lateral skip
   H. Rope skips for two or more
   I. Two ropes with one jumper
   J. Long rope skips

VI. Evaluation
   A. Practical tests
   B. Combination achievements

TRAMPOLINE

I. Introduction
   A. History
   B. Rules
   C. Explanation

II. Objectives
   A. Learn skills on the trampoline
   B. Develop self-confidence and overcome fear
   C. Develop good safety habits

III. Fundamentals
   A. Mount
   B. Bounce (good body position)
   C. Dismount

IV. Teaching procedures
   A. Care and use of equipment
   B. Selection of skills
      1. Review of previous skills
      2. Use of demonstrations
      3. Knowledge of terminology

V. Progression
   A. Review preliminary skills
   B. Half turntable
   C. Front somersault
      1. From knee bounce
      2. From standing bounce
   D. Back pullover
   E. Back somersault
   F. Half twists to back drop and front drop
   G. One and one quarter to front drop

VI. Evaluation
    A. Practical tests
    B. Combination achievements

TUMBLING - STUNTS - PYRAMIDS

I. Introduction
    A. History
    B. Safety rules
        1. Correct body mechanics involved
        2. Chin tuck in, tongue in mouth, eyes open
    C. Explanation

II. Objectives
    A. Develop skill in performing stunts
    B. Develop knowledge of body mechanics
    C. Provide opportunity for creative outlets

III. Fundamentals
    A. Rolls
    B. Dives
    C. Skip-step
    D. Springs
    E. Pikes

IV. Teaching procedures
    A. Use of charts and pictures
    B. Use of filmstrips and movies
    C. Demonstrations
    D. Warm-up activities
    E. Large groups work across mats

V. Progression
    A. Simple techniques first - progress
    B. Never force beyond desire to do
    C. Review previous experiences
    D. Forward, backward roll: from squat, stand, run
    E. Dives and rolls: from stand, run, pike
    F. Skip step - use in cartwheel, round-off, handspring
    G. Handspring, headspring
    H. Dual tumbling and stunts
        1. Double rolls, roll over back
        2. Wheelbarrow walk, monkey, elephant
        3. Chest balance
        4. Knee, shoulder balance, thigh stand
    I. Pyramids
        1. Single positions: lunges, extensions
        2. Partners: lunges, squats, leg, arm extensions

        - 3. Use of three or more
            - a. Fan, squats, support, lunges
            - b. Combine head, hand, shoulder stands
            - c. Use of chairs, benches, parallel bars

- VI. Evaluation
    - A. Knowledge of tumbling terms
    - B. Skill tests
    - C. Ability to perform and work out patterns

SPORTS

ARCHERY

- I. Introduction
    - A. History
    - B. Safety rules
    - C. Explanation of terms

- II. Objectives
    - A. Develop knowledge of archery
    - B. Stimulate interest in a fine leisure time activity

- III. Fundamentals
    - A. Stance
    - B. Work
    - C. Three finger position
    - D. Elevation, draw, anchor
    - E. Aim - "point of aim"
    - F. Release

- IV. Teaching procedures
    - A. Work with small groups
    - B. Division according to weight and length of bows
    - C. Demonstration
    - D. Visual aids

- V. Progression
    - A. Body mechanics involved
        - 1. Position of head
        - 2. Action of arms
        - 3. Follow-through
    - B. Assume position without bows
    - C. Imaginary action, nock, elevation, draw, release
    - D. Shooting - stress on technique
    - E. Scoring

- F. Methods to stimulate interest
  - 1. Groups release on command
  - 2. Individual release on command (one, two, etc.)
  - 3. Objects on target (apples, balloons, figures)
  - 4. Small awards
- G. Explain other types of archery
  - 1. Clout
  - 2. Flight
  - 3. River
  - 4. Archery golf
  - 5. Field archery - instinctive shooting
- H. Miniature tournament

VI. Evaluation
- A. Knowledge test of terms and technique
- B. Ability to shoot

BASKETBALL

I. Introduction
- A. History
- B. Rules and regulations
- C. Explanation
  - 1. Game terminology
  - 2. Officiating
  - 3. Safety measures

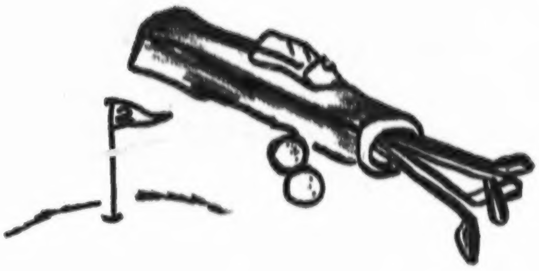
II. Objectives
- A. Learn to handle a basketball
- B. Learn to pass and catch
- C. Learn various shooting techniques
- D. Learn techniques of offense and defense
- E. Learn to play regulation basketball
- F. Learn to appreciate basketball as a spectator sport

III. Fundamentals
- A. Passing
- B. Catching
- C. Shooting
- D. Footwork (pivot, feint, etc.)
- E. Playing techniques (rebounds, dribbling, intercepting, etc.)
- F. Team play (offense, defense)
- G. Coordination of all skills
- H. Competition
- I. Officiating

IV. Teaching procedures
    A. Circular and shuttle pass, catch, bounce pass
    B. Relay and shuttle dribble
    C. Shooting (goal and free throw)
    D. Pivot, pass, and shoot drill
    E. Guarding techniques

V. Evaluation
    A. Skill tests
    B. Written knowledge tests
    C. Tournament play

GOLF



I. Introduction
    A. History
    B. Rules
    C. Explanation

II. Objectives
    A. Learn golf terminology, etiquette, and rules
    B. Become proficient in the fundamental skills of golf
    C. Develop mental knowledge, physical skills, social enjoyment, emotional stability, and psychological concentration
    D. Develop an appreciation of golf as a leisure time activity

III. Fundamentals
    A. Grip (three types)
    B. Stance (Square, open, closed)
    C. Swing (pivot, follow-through)
    D. Wood shots
    E. Iron shots (long and short)
    F. Chipping
    G. Putting
    H. Approaching

IV. Teaching procedures
    A. Arrange class in two divisions - one to practice hitting and the other to retrieve balls, then reverse
    B. Explain and demonstrate parts of clubs, complete set of clubs, and use of each
    C. Stressing of pendulum swing
    D. Construction and use of cotton ball golf course
    E. Rules and etiquette

V. Progression
    A. Grip and stance
    B. Iron shot practice
    C. Explanation of iron types and uses
    D. Wood shot practice

- E. Explanation of wood types and uses
- F. Cotton ball course play

VI. Evaluation
- A. Achievement tests
- B. Written tests
- C. Subjective grading
- D. Ability on course

SOCCER

I. Introduction
- A. History
- B. Rules
- C. Explanation

II. Objectives
- A. Develop a knowledge and appreciation of soccer
- B. Develop team play and good sportsmanship
- C. Develop good safety habits

III. Fundamentals
- A. Techniques of controlling ball
- B. Kicking techniques
- C. Positioning

IV. Teaching procedures
- A. Care and use of equipment
- B. Selection of skills
  - 1. Review of previous skills
  - 2. Use of demonstrations
  - 3. Knowledge of terminology

V. Progression
- A. Review
- B. Passing (push pass and backward push pass)
- C. Dribbling (position of feet)
- D. Tackling (front on and side)
- E. Trapping (ground and aerial)
- F. Kicking
  - 1. Toe kick
  - 2. Instep kick
  - 3. Drop kick
  - 4. Punt

VI. Evaluation
- A. Written test on game
- B. Practical tests on fundamentals

BADMINTON

I. Objectives
  A. Develop stamina and endurance
  B. Develop balance, timing, and fast reaction
  C. Develop accuracy and precision
  D. Develop skill in and knowledge of a fine leisure time activity

II. Equipment and supplies
  A. Properly marked court, net and net supports
  B. Rackets and several birds or shuttlecocks
  C. Proper clothing and footwear

III. Teaching suggestions
  A. History
  B. Demonstrations
    1. Possible use of squad leaders
    2. Explain meaning of lines, serve, start of game, method of rotation in doubles
    3. Introduce method of scoring
    4. Encourage questions

IV. Activities
  A. Get to know racket and become aware of lightness
  B. Understand bird
    1. Capable of very fast flight
    2. Sudden decrease of speed and loss of momentum (sudden drop)
  C. Proper grip
  D. Understand need of easy relaxed wrist
  E. Types of legal serves, placement
  F. Introduce most common shots
    1. Drive
    2. Smash
    3. Drop
    4. Clear
  G. Drill on footwork and stress importance
    1. Running forward to net
    2. Running sideward and backward
    3. Fast turn to backhand stroke
  H. Introduce "faults"
  I. Constant review of rules and scoring
  J. Difference between singles and doubles play

V. Evaluation
  A. Skill test for serve
    1. Over net into marked areas
    2. Against marked areas on wall
  B. Knowledge tests of rules
  C. Application to actual play and competition

SOFTBALL

I. Introduction
  A. History
  B. Rules and terminology
  C. Explanation
  D. Safety measures

II. Objectives
  A. Develop a knowledge of rules and general game procedure
  B. Instill basic individual techniques and skills of softball

III. Fundamentals
  A. Throwing (overhand, underhand)
  B. Catching (grounders, flies)
  C. Batting
  D. Base running
  E. Strategy (infield, outfield, batter)

IV. Teaching procedures
  A. Throwing and catching
    1. Leader-squad
    2. Zig-zag
    3. Shuttle
  B. Grounders
    1. Two line
    2. Batter and fielders
  C. Batting
    1. Tees
    2. Work-up
    3. Five player rotation
  D. Game situation practice

V. Evaluation
  A. Skill tests
  B. Written knowledge tests
  C. Subjective grading

TENNIS

I. Introduction
  A. History
  B. Rules
  C. Explanation

II. Objectives
  A. Develop skill in fundamentals of tennis
  B. Develop knowledge of a fine leisure time activity

III. Fundamentals
  A. Grip
  B. Forehand drive
  C. Backhand drive
  D. Service
  E. Smash

IV. Teaching procedures
  A. Demonstration
    1. Indoors if possible for better attention
    2. Plan of game scoring
    3. Need of skills
    4. Meaning of lines for singles and doubles
  B. Chalk talks
  C. Visual aids

V. Progression
  A. Get to feel that racket is part of arm
    1. Swinging racket, bouncing ball down, up
    2. Understand "sweet spot" (center, liveliest spot)
  B. Grip ("Eastern", handshake grip)
  C. Introduce footwork (stress importance)
  D. Change of grip from forehand to backhand
  E. Practice fundamental stroke, against wall
  F. Practice serve and volley against marked areas
  G. Stress "stroking", not jabbing
  H. Continual review of game and scoring
  I. Introduction of "set" and "match"

VI. Evaluation
  A. Skill tests against wall and marked areas
  B. Skill tests using racket and ball bounce
  C. Knowledge test of rules
  D. Application of practice and knowledge to play

VOLLEYBALL

I. Objectives
  A. Improve and/or develop basic motor skills
  B. Develop skills necessary to play volleyball
  C. Develop good sportsmanship in a competitive situation
  D. Develop an appreciation of team sports

II. Teaching suggestions
  A. History
  B. Explanation of game
    1. Equipment
    2. Rules and regulations
    3. Diagram of court

        4. Positioning and rotation
        5. Scoring
    C. Drills
        1. Keep-it-up (passing drill)
            a. Circle
            b. Line
        2. Set-up and spiking at net with partner
        3. Serving into areas of particular point value
        4. Recovery from the net (throw ball into net for teammate to recover successfully
        5. Volleying the ball against a wall above a marked net line

III. Activities
    A. Pass (position of arms and fingers)
        1. Chest
        2. Underhand
    B. Serve (arm and body movement)
        1. Underhand
        2. Sidearm
        3. Overhand
    C. Set-up (importance of body position)
    D. Spiking (slap ball downward)
    E. Recovery from the net (quick upward batting motion)

IV. Equipment
    A. Net elevated four feet
    B. Volleyballs
    C. Stop watch
    D. Whistle
    E. 30' x 60' court

V. Evaluation
    A. Skill tests
    B. Written tests

FOLK DANCE

I. Introduction
    A. History
    B. Terminology
    C. Explanation

II. Objectives
    A. Teach the joy of dancing and arouse keen interest and pleasure
    B. Give experience in fundamentals
    C. Develop the cultural background of folk dance
    D. Develop a group spirit by creating a feeling of sociability among all in the group

III. Fundamentals
    A. Two step
    B. Balance
    C. Waltz
    D. Schottische
    E. Polka
    F. Gavotte
    G. Reel
    H. Step, hop, jump
    I. Mazurka
    J. Walk, run, slide, skip

IV. Teaching procedures
    A. Relate story of each dance
    B. Floor patterns and positions
    C. Explanation and demonstration

V. Progression
    A. Simple
        1. Bleking
        2. Csebogar
        3. Finnish Reel
        4. Broom Dance
        5. Swedish Klappdans
        6. Crested Hen
    B. Intermediate
        1. Ace of Diamonds
        2. Seven Jumps
        3. French Reel
        4. Tantoli
        5. Csardas
        6. Troika
    C. Advanced
        1. Tarantella
        2. Varsovienne
        3. Oxdansen
        4. Kanafaska
        5. Kerry Dance
        6. Swedish Schottische

VI. Evaluation
    A. Practical tests
    B. Written tests
    C. Observation
    D. Participation

MODERN DANCE

I. Introduction
    A. History
    B. Explanation

II. Objectives
   - A. Be able to express thought and ideas through body movement
   - B. Develop coordination, grace and poise
   - C. Develop an understanding and appreciation of aesthetic dancing
   - D. Provide opportunity for creativity and group feeling
   - E. Develop a movement vocabulary

III. Fundamentals and progression
   - A. Warm-up exercises
     - 1. Stretching
     - 2. Twisting
     - 3. Strengthening
     - 4. Bouncing
   - B. Locomotor movement (even and uneven)
     - 1. Walk
     - 2. Run
     - 3. Hop
     - 4. Skip
     - 5. Jump
     - 6. Leap
     - 7. Slide
     - 8. Gallop
   - C. Axial movement
     - 1. Swinging movement
     - 2. Sustained movement
     - 3. Percussive movement
     - 4. Falls
   - D. Combinations of movement
   - E. Methods of varying movement patterns
     - 1. Direction
     - 2. Range
     - 3. Level
     - 4. Focus
     - 5. Tempo
     - 6. Duration
     - 7. Intensity

IV. Teaching procedures
   - A. Include time for composition along with techniques
   - B. Sub-divide techniques into warm-ups, locomotor movement, axial movement, combinations of movement, and rhythmic problems
   - C. Devote 2/3 of allotted time for modern dance unit to techniques and 1/3 to group composition
   - D. Allow opportunity for individual variations and improvisations on movements and techniques learned
   - E. Both techniques and composition problems should increase in difficulty throughout the unit

V. Evaluation
   - A. Original group compositions
   - B. Original solo compositions
   - C. Written knowledge tests
   - D. Subjective evaluation

SQUARE DANCE

I. Introduction
   A. History and development
   B. Terminology
   C. Explanation

II. Objectives
   A. Provide rhythmic activity which can be done with joy and vigor
   B. Develop an appreciation of ancestral heritage and understanding of the terminology of square dance
   C. Learn the basic fundamental steps of square dance
   D. Develop an appreciation for square dance as a recreational activity

III. Fundamentals
   A. Swing
   B. Promenade
   C. Balance
   D. Do-si-do
   E. Honor your partner
   F. Four hands up
   G. Forward and back
   H. Eight hands round
   I. Allemande
   J. Grand right and left
   K. Ladies chain
   L. Elbow swing

IV. Teaching procedures
   A. Floor patterns and positions
   B. Parts of a square dance
   C. Types of square dances
      1. Visiting couples
         a. Take a Little Peek
         b. Dive for the Oyster
         c. Birdie in a Cage
      2. Split-the-ring
         a. Divide the Ring and Forward Up Six
         b. Divide the Ring and Docey Partners
         c. Divide the Ring and Cut Away Four
      3. Single visitor
         a. Adam and Eve
         b. Cheat and Swing
         c. Old Arkansas
      4. Right and left
         a. Promenade the Inside
         b. Swing Your Opposite
         c. Change and Swing Half
      5. Symmetrical
         a. Texas Star
         b. Ocean Wave
         c. Four Gents Lead Out

6. Intermingling
    a. Inside Arch
    b. Three Ladies Chain
    c. Forward and Back Eight
7. Line
    a. Forward Up Six
    b. Figure Eight
    c. Grapevine Twist

V. Evaluation
  A. Practical tests
  B. Written tests
  C. Observation
  D. Participation

"Nor love, nor honor, wealth, nor power,
Can give the heart a cheerful hour
When health is lost. Be timely wise;
With health all taste of pleasure flies."

--- Gay

INTRAMURAL AND RECREATION PROGRAM

Boys and Girls
(10-11-12)

The intramural program is an extension of the physical education program which provides opportunities for voluntary participation in a variety of individual, dual, and team activities. Usually the skills for these activities are practiced in the physical education classes.

The purpose of the intramural program is to provide opportunities for organized and non-organized activities for all pupils. The program should consist of activities which will interest boys and girls in leisure hours now and after school years. Intramurals make it possible for the less highly skilled performer to experience some of the joys and satisfactions which are available to interscholastic groups.

I. Organization of intramural activities
   A. Basis (It should be on an elective basis and broad enough to meet the needs and interests of all participants. The basic principles for selection of activities for the required physical education program should be applied to the intramural program.)
   B. Types of units for competition
      1. Homerooms
      2. Clubs
      3. Grades
      4. City areas
      5. Bus routes
      6. Pick-ups
      7. Rotations
      8. Physical education classes
   C. The time for scheduling activities
      1. Before school in the morning
      2. During the noon hour (less strenuous activities)
      3. After school
      4. In the evening
      5. During extended activity periods
      6. On weekends, Saturdays, holidays, and vacations
   D. Methods of organizing competition
      1. The elimination tournaments
      2. The double elimination tournaments
      3. Round robin tournaments
      4. The olympic tournaments
      5. The ladder tournaments
      6. Miscellaneous methods

E. Suggestions for promotion of intramural activities
   1. Organize clubs (any type where the interest is)
   2. Inform students of opportunities
   3. Provide pupil and teacher leadership
   4. Use visual aids (signs, posters, etc.)

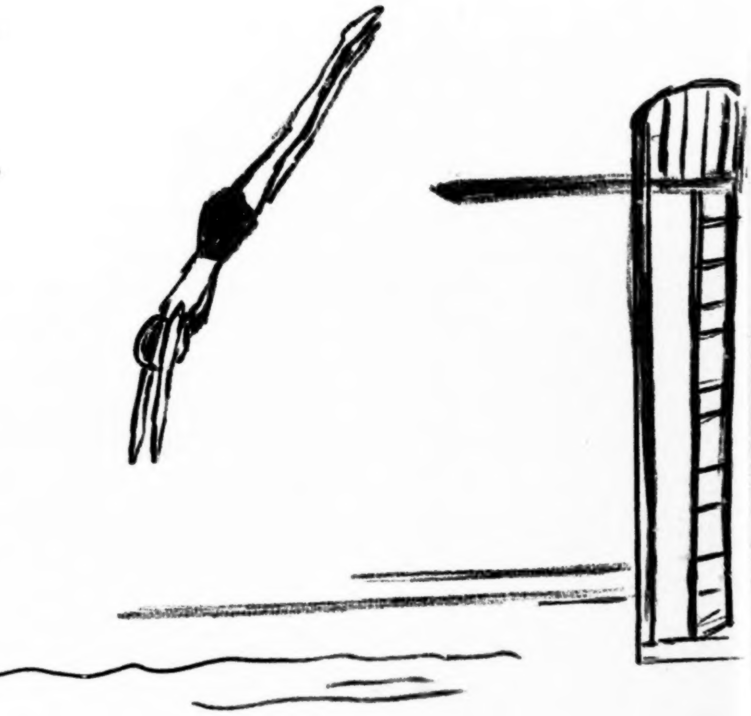
F. Types of activities

Fall
- Tennis
- Golf
- Touch football
- Swimming
- Archery
- Field hockey
- Bicycling
- Hiking

Winter
- Basketball
- Volleyball
- Ping-pong
- Badminton
- Darts
- Bowling
- Swimming
- Dancing
- Deck tennis
- Winter sports
- Table games

Spring
- Golf
- Tennis
- Archery
- Softball
- Swimming
- Bait casting
- Horse shoes
- Bicycling
- Hiking
- Dancing

G. Pupil leadership
   1. Intramural board or association can aid in carrying out democratic procedures
   2. Pupils should help plan, organize and assist
   3. Team captains or managers should be encouraged



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